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Intercultural Communication in Modern Higher Education When Studying a Foreign Language

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ABSTRACT: This article is about: “Meicultural communication in modern higher education when learning a foreign language.”

KEYWORD: language, person, international, thesis, foreign language.

INTRODUCTION

In the modern world, people are increasingly faced with the need to cooperate with representatives of other cultures. Therefore, knowledge of the language of international communication is an integral aspect by which a person’s success and education are judged. Of course, teaching English should be based on respect, understanding and acceptance of cultural differences between the home country and the country of the target language. It is this thesis that underlies the intercultural approach to teaching foreign languages. In the process of practical mastery of any foreign language, in our opinion, the leading role should be given to the formation of intercultural competence, which implies knowledge of the cultural characteristics of the country of the language being studied, skills and abilities to adapt one’s knowledge to the new cultural environment and the presence of such personality qualities as tolerance, tolerance, patriotism, empathy. In other words, to truly master a foreign language, it is not enough to master only its lexical, grammatical and syntactic features. Language is part of the culture of any people. Therefore, it is necessary to teach the language in direct connection with the study of the cultural characteristics of English-speaking countries. A high level of intercultural competence, the foundations of which are laid already at the initial stage of education, will enable schoolchildren in the future successfully adapt to modern society. This statement fully complies with the requirements put forward by the Federal State Educational Standard for Primary General Education. Therefore, the primary school teacher is faced with the task of helping students not only master the curriculum, but also teach them to respect other opinions, the history and culture of other peoples, and also help them master basic adaptation skills in a dynamically developing world.

Result

In this sense, it is difficult to overestimate the role of an intercultural approach in teaching a foreign language. It is the intercultural approach that represents the connection between linguistic and regional studies competencies. Recently, methodologists such as E. M. Vereshchagin, S. G. Ter-Minasova and A. N. Shchukin, V. P. Furmanova are increasingly talking about the importance of effective use of the intercultural approach. They emphasize that it is thanks to this approach For training, the teacher can provide schoolchildren with sufficient knowledge necessary for communication between representatives of different

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countries and peoples. However, in our opinion, the methods that are used to familiarize students with the characteristics of the country of the target language during the standard educational process at the initial stage are not effective enough. An analysis of the teaching materials presented in the work revealed a shortage of materials aimed at developing intercultural competence among students. This is the relevance of this work. The object of the study is the process of teaching foreign languages in primary school, and the subject of the research is gaming technologies as a means of developing intercultural competence in English lessons in primary school. The purpose of this work is the theoretical justification, development and experimental testing of a complex of gaming technologies for the formation of intercultural competence in English lessons in primary school.

Discussion

Research hypothesis: the formation of intercultural competence among primary school students will be most effective if:

- the place of intercultural competence in the process will be determined foreign language teaching;
- intercultural competence will receive structural and content characteristics in the form of certain knowledge, skills, motives and personal qualities;
- during the formation of intercultural competence there will be effective control has been carried out, which will allow systematization intercultural knowledge and skills of students, promptly identify imperfections of the educational process and take the necessary measures in a timely manner;
- the methodology for the development of intercultural competencies based on the use of gaming technologies in the process training taking into account the following methodological requirements: comprehensive and systematic organization of the educational process by the teacher; connection with the general foreign language teaching system; adequacy of gaming technologies formed speech skills; growth of cognitive student independence; attention to individual psychological and age characteristics of students.

To achieve the goal and test the research hypothesis

The following tasks were formulated:

1. Analyze the theoretical foundations of the intercultural approach;
2. Consider different approaches to defining the concept “intercultural competence”, the component composition of this competence and identify the content of intercultural competence at the initial stage;
3. Justify the feasibility of using gaming activities in the educational process to develop intercultural competence;
4. Develop evaluation criteria and conduct a comprehensive analysis Teaching materials in English for the implementation of an intercultural approach;
5. Conduct diagnostics of the initial level of formation intercultural competence among primary school students;
6. Develop a set of gaming technologies aimed at improving intercultural competence;
7. Conduct experimental research work to develop intercultural

competencies, analyze the results of experimental training.

Research methods: theoretical analysis and synthesis of scientific literature, testing, experiment and analysis of the results obtained. The theoretical and methodological basis of the study is the work of such foreign

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scientists as Edward Hall, Professor of the University of Canterbury Niki Davis, German researcher K. Knapp, Professor of the University of Durham (England) Michael Byram, Professor of Duke University (USA) Darla Deardorff; Russian scientists, including A. P. Sadokhin, N. I. Gez, N. D. Galskova, S. I. Garmaeva, L. I. Korneeva, A. Yu.

Muratov. The scientific novelty of the study lies in the non-standard approach to the formation of intercultural competence through gaming technologies. The theoretical significance of the study lies in the fact that, having considered different approaches to the concept of "intercultural competence", we gave our own definition of intercultural competence and compiled its structure, which includes three main components: cognitive, activity and personal.

The practical significance of the study lies in the development of a methodological manual for primary school English teachers, which includes diagnostic tests, keys to tests, criteria for assessing the level of intercultural competence in primary school students, a set of gaming technologies and the necessary handouts. Organization and stages of research. The study was carried out in three stages: organizational stage, implementation stage and interpretation stage. Approbation. Experimental research work on the development of intercultural competence of students in grades 2, 3, 4 was carried out in gymnasium No. 155 in the city of Yekaterinburg. This work consists of an introduction, theoretical and practical chapters, conclusion, bibliography and appendices.

Conclusion

Foreign languages are becoming increasingly important in modern society, and at the same time the need for a high level of proficiency in them is growing. That is why the methodology of teaching a foreign language is a very important aspect to which the teacher should pay increased attention. But is it enough to master the skills of grammar, vocabulary, spelling and phonetics in order to come to the country of the language being studied?

and communicate freely with the indigenous people? In this paper we answer this question – no, not enough. We put the intercultural aspect in foreign language teaching at the forefront. Impossible to fully communicate with representatives of another culture, without knowing anything about the characteristics of this people. The culture and customs of each country are unique; what is considered generally accepted in one country may not be understood in another and may cause absolutely different reactions than you expected. In other words, to truly master a foreign language, it is not enough to master only its lexical, grammatical and syntactic features. Language is part of the culture of any people. Therefore, it is impossible to teach a language in isolation from the characteristics of a particular countryTeaching the cultural values of a. nother country should be carried out most effectively, taking into account the fact that training takes place outside the framework of the language environment. Of course, this entails many difficulties. Therefore, the main thesis of this work is the need to introduce gaming technologies in the process of teaching a foreign language and developing intercultural competence. While playing, students enter into communication situations typical for another country and imagine themselves in the place of foreign speakers peers. The achievement of this goal was facilitated by the consistent solution of the following tasks: the theoretical foundations of the intercultural approach were analyzed, problems associated with the study of another cultural environment in the context of the native one were identified, the theoretical foundations of intercultural competence at the initial stage were studied, the need to use gaming activities in the educational process for the formation of intercultural competence was identified , a comprehensive analysis of teaching materials in English was carried out on the subject implementation of the intercultural approach, to develop a set of gaming technologies aimed at improving intercultural competence, experimental and search work was carried out to develop intercultural competence. We have developed a number of criteria that can be used to assess the degree of implementation of an intercultural approach in modern teaching and learning systems. Based on these criteria, we analyzed modern teaching materials recommended by the Federal State Educational Standard, from the point of view of

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the implementation of an intercultural approach in teaching speaking, reading, writing and listening, as well as the use of game techniques. As a result, we came to the conclusion that modern teaching materials are not a reliable source of intercultural knowledge, and gaming technologies, as a means of developing intercultural competence, are completely absent. The result of this research is a methodological manual we have developed for teachers, containing tests for diagnosing the level of development of intercultural competence among students in grades 2-4, as well as a set of gaming technologies, structured according to the topics stated in the requirements of the new Federal State Educational Standard, and by types of gaming techniques. In our opinion, the proposed methodological manual will be convenient in the practical activities of a teacher, since it is universally compatible with any teaching and learning system. This methodological manual consists of three sections, including diagnostic tests, keys to tests, criteria for assessing the level of development of intercultural competence in primary school students, a set of games, and the necessary handouts.

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