

INTERACTION OF DIFFERENT LANGUAGE CULTURES IN TEACHING EDUCATIONAL DISCIPLINES IN FOREIGN AND NATIVE LANGUAGES

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ABSTRACT

Preparation of students for intercultural interaction in the process of foreign language education plays a major role in the formation of intercultural competence. To successfully prepare for intercultural interaction, it is necessary to use various linguistic and pedagogical methods and technologies in foreign language education. The interest and need for the development of language, culture, history, literature, science of another nation and the development of relations with people of another nationality are the basis of preparation for intercultural interaction of students in the process of foreign language education. It is based on cognitive, intercultural and sociocultural characteristics. The main types of training in programs in preparing students for intercultural interaction and the acquisition of intercultural experience are intercultural education, intercultural orientation, intercultural instruction and training. They are components for mastering the skills to successfully adapt to a different intercultural environment, applying the norms and values of a foreign culture and motivate intercultural interaction with representatives of other cultures. In the process of foreign language education, the student will receive an intercultural experience of interaction, which stimulates him to successful interaction in a multicultural environment.

KEYWORDS: *Preparation Of Students For Intercultural Interaction, Foreign Language Education, Intercultural Experience, Intercultural Competence.*

INTRODUCTION

The globalization of the information, communication and educational space, the intensification of migration processes, the increase in international contacts among the youth lead to preparation for Intercultural interaction of students to the fore. In this regard, the modern practice of higher education in Russia shows the need to increase the role of foreign language education. It consists in preparing students for intercultural interaction and the application of intercultural experience of interaction. Foreign language education is the process of mastering the knowledge, skills and abilities necessary for the implementation of interaction and communication in a foreign language. Classes in foreign languages, extracurricular activities in a foreign language, circles, electives and the existence of an effective functioning of the organization and pedagogical complex of conditions at the university form the basis for preparing a student for intercultural

interaction [1]. The postulates of this study are theoretical works in the field of intercultural communication (M.B. Bergelson, T.G. Grushevitskaya, A.P. Sadokhin, S.G. Ter-Minasova, etc.) Preparation for intercultural interaction of students is based on the following principles: 1. Interest in the language and culture of other people. 2. The need to master the language and culture of other people. 3. Successful intercultural dialogue with people of other nationalities [2].

Introduction to a foreign language culture gives a person an intercultural experience of interaction, i.e. receives strategic communicative and intercultural scripts (scripts) for their subsequent application.

Intercultural experience is the result of an individual's interaction with a different cultural environment. It is of great importance for rapid adaptation to a different cultural environment. The main criteria for preparing students for intercultural interaction and the successful application of intercultural experience is intercultural competence. Intercultural competence is the ability to interact effectively and appropriately in intercultural situations, the basis of which is their own knowledge of intercultural connections, abilities and positions. There are different definitions of intercultural competence in the scientific literature:

1) the ability to change one's own assessment system and attitude in accordance with the cultural context; adaptability, the ability to expand, filter and flexibility of one's own assessment system; 2) the ability to recognize and integrate into a new system cultural relationships, even if she is unfamiliar due to her own socialization; 3) an appropriate and effective attitude in intercultural situations through their own knowledge, abilities and motivation [3-6]. Attentive attitude to the universal and national culture, on values and guidelines, the desire for intercultural interaction at various levels with representatives of different cultures are the essence of intercultural competence. Self-identification in the process of knowing one's own culture and comparing it with the culture of the language being studied allows one to better understand one's own culture and get rid of national cultural centrism. This is possible subject to successful preparation of students to intercultural interaction. Preparation for intercultural interaction of the student and intercultural experience contribute to the formation of intercultural communicative sensitivity student personality. Prevention of xenophobia, cultural centrism and the formation of a culture of interethnic interaction ensures the acquisition of values, knowledge, skills, and norms of activity by students and interethnic and intercultural communication for their subsequent application in a multicultural space. The objectives of preparing for intercultural interaction among students in foreign language education are: 1. To stimulate interest in the culture, language, history of the country of the language being studied 2. To promote cross-comprehension of one's own and culture, history, customs, traditions, other peoples. 3. To form a culture of interethnic interaction and stimulate successful intercultural dialogue in the socio-cultural environment of the university. The result of this process will be a successful intercultural socialization of the student. self-affirmation self-development, self-education of a student's personality is carried out with the help of an organizational and pedagogical complex of conditions of a linguopedagogical nature at a university [7]. This theoretical and research the base dealing with the preparation for intercultural interaction of a student will help him not only become an active participant, but also prevent negative factors in the process of intercultural interaction. Preparation for intercultural interaction in the system of foreign language education at the university is based on the following components:

- Cognitive, involving the mastery of the cultural content of a foreign culture, the presence of systematized knowledge about the intercultural features of the country.

The culturological content includes models of speech behavior, norms and rules of interaction between people, information baggage about the mentality, beliefs, judgments, customs, traditions of another people. The ability to single out universal moral and cultural-ethical values in them is formed in students in the process of mastering intercultural knowledge in various activities. In this regard, it is necessary to teach students a foreign language not only as a means of interaction, but also as a means of familiarization with a different culture [8];

- Intercultural, which involves mastering the knowledge of the psycho-emotional level and the content of a foreign culture, on the ability to operate with acquired knowledge in conditions of real communication with representatives of the culture under study. Students become aware of the differences between representatives of other cultures (stereotypes, mentality), acquire the ability to successfully adapt to other cultural conditions, the student's motivational focus on intercultural interaction with representatives of other cultures; - sociocultural, which is based on the totality of knowledge about the country of the language being studied. Adaptation to a foreign culture will be successful if the student, in the process of foreign language education at the university, acquires knowledge about the national and cultural characteristics of the social and communicative behavior of representatives of another culture. In the process of intercultural interaction, the main thing is the ability to use knowledge in new social conditions and a multicultural environment, sociocultural aspect. In this situation, it is necessary to take into account social conditions, customs, rules of conduct, norms of etiquette and stereotypes of behavior of representatives of another culture. The application of knowledge and skills related to the social content of a foreign culture and the understanding that communication skills are acquired in society is essential features of this component [9]. The basis of the organizational and pedagogical complex of conditions of a linguo-pedagogical nature at a university is foreign language classes, linguo-pedagogical and linguo-cultural events, clubs for communication with native speakers, circles, electives, trips to the country of the language being studied, video materials, academic exchange of students, summer university schools, etc.

The forms of education used at the university in preparation for intercultural interaction of students in the process of foreign language education should be distinguished in three aspects. The didactic aspect is considered as method of teaching a foreign language. The general cultural and intercultural aspect is positioned as the content of teaching a foreign language. The emotional-behavioral aspect is used as a socio-cultural environment through which students can achieve successful intercultural socialization. The main types of training in programs in preparing students for intercultural interaction and the acquisition of intercultural experience are intercultural education, intercultural orientation, intercultural instruction and intercultural training [10]. In this situation, the student uses knowledge of one's own and other cultures. The purpose of intercultural education is the acquisition and application of knowledge about one's own and other cultures, about one's own nations and nations of the language being studied. The purpose of intercultural orientation is to introduce and adapt students to a new environment, basic norms, values, beliefs of their own and the culture of the language being studied. Intercultural coaching contributes to a perspective look at solving problems of the intercultural level and focusing on adaptation to a foreign culture [11]. Practical orientation towards direct interaction with representatives of another culture is facilitated by intercultural training [10,11].

The goals and objectives of intercultural training fully coincide with the formation of intercultural competence in a student. This is the mastery of the skills to successfully adapt in a different intercultural environment, applying the norms and values of a foreign culture and motivate for intercultural interaction with representatives of other cultures. Intercultural training can be considered a technique for enhancing intercultural communicative sensitivity.

It solves the following tasks: 1. Mastering the norms and values of other cultures, the ability to interpret the behavior of representatives of foreign cultures. 2. Reflection and adjustment of their emotional reactions in the context of intercultural interaction. 3. Stimulation of installations for successful intercultural interaction in a multicultural environment. An example of intercultural training in the process of teaching a foreign language:

A student from Russia came to the UK for 4 months to study English. The girl met a young Englishman, and he invited her to a restaurant. At the end of the meeting in the restaurant, the Englishman offered to pay the bill together. She agreed to pay the bill. But she said that further dates would not take place. The young man was very surprised and did not understand the reason for the girl's resentment? Explanations: 1. The language barrier affected the misunderstanding between the girl and the young man. 2. The girl did not like the young man. 3. The restaurant and service did not impress the girl. 4. A girl knows that if she invites you to a restaurant man, he pays. Interpretation of situations: 1. This is the wrong answer. When the girl went to the UK, she was already able to communicate at an elementary level of English. 2. Such a situation is possible. In this case, the girl would have to reject the invitation of the young Englishman. Choose a different answer. 3. The prospects for such events are justified. However, a non-personal reason is not enough to in order to refuse further meetings. 4. It must be admitted that there are significant differences between the cultures in which a Russian girl and an Englishman were brought up. In Western countries, as in Great Britain, it is customary for everyone to pay for themselves, and in Russia it is usually a man who pays in a restaurant. This explains the behavior of the girl. This is the correct answer. This training example can also be used for language. In a foreign language class, you can use greeting rituals in different countries as an intercultural training. Participants welcome friend using predefined greeting options.

Japan: greeting with a bow. In Japan, it is customary to greet each other with a nod or a bow. The last option is suitable if you want to express deep respect to a person. Thailand: bow and folded palms. In this country, in order to say hello, they put their palms together, as during prayer. They are applied to the head or chest. Next, you need to make a slight bow.

Maasai: respectful spit. In the Masai tribe, shaking hands is accompanied by wetting the palms with saliva. Often the greeting is accompanied by high jumps.

Greenland: touch your nose. Relatives greet with the help of the nose. This greeting is called "kunik". To do this, a person presses his nose and upper lip to another person, and begins to breathe. India: greeting with palms. Many Hindus place their palms facing each other in a finger-up position. Their tips should be at the level of the eyebrows. Hugs are allowed only after a long separation. Men hug and pat each other on the back. Women hold each other by the forearms, kiss with the left and right cheeks.

Tibet: show your tongue. The people of Tibet still greet with the help of the language. To do this, people simply stick out their tongue. This tradition has come from the reign of the king, the

owner of the black language. Out of fear that the king's spirit would take over another person, they began to stick out their tongues to show each other that they weren't evil. Polynesia, Tuvalu: cheek to cheek. On one of the Polynesian islands, locals greet each other by touching cheek to cheek while taking a deep breath.

New Zealand: touch with your nose. The inhabitants of the most ancient tribes of New Zealand greet each other and touch their noses.

China: "kotou" greeting. This is the name of the traditional Chinese greeting. To do this, you need to fold your hands and bow.

Philippines: Show some respect. One of the traditions of greeting is a manifestation of respect for an older person. The younger one should bend over a little, take the elder's right hand with his right hand and put it on his forehead. At the same time, you need to say "mano po" - "I respect your hand." As an intercultural linguo-pedagogical reflection, students are invited to discuss in a foreign language these greeting options in different countries in order to comprehend their own intercultural experience in order to understand, evaluate and justify one's own beliefs, expectations, value relations as a result of using this training. An effective tool for preparing students for intercultural interaction was shown by the technologies of theatrical pedagogy. In the center of the lesson, interactive technologies are used, such as role-playing, stage improvisation, sculptures, pantomime and artwork, acoustic collages, sociograms, brainstorming, etc. Students heavily work in small groups in the creative process. At the same time, they are not only actors and spectators, but also directors and playwrights. Students use all the expressions that are at their disposal, act not only verbally, but also more non-verbally. What the participants want to express with gestures, facial expressions or through movement in the room is a stimulus for further learning. Not only learn from the teacher, but also from each other. In this case, social learning is of high importance.

The use of trainings, cultural assimilators, theater pedagogy technologies, as well as linguistic pedagogical events such as, for example, the "Festival of Cultures of the Countries of the Language Being Learned", "Christmas meetings", etc. in the process of teaching a foreign language affects the quality of students' progress. At the heart of preparing students for intercultural interaction in the process of foreign language education at the university stimulates interest in the language, culture of the countries of the language being studied. The formation of intercultural competence and the use of intercultural experience is possible with the use of an effective organizational and pedagogical set of conditions at the university. This contributes and stimulates the development of the student's personality, the desire to successfully interact in a multicultural environment.

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