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THE ROLE OF CROSS-CULTURAL COMMUNICATION ASPECT IN FOREIGN LANGUAGES TEACHING

Intensive development of the information society brings to a focus the needs of the individual in possession of a number of competencies, including personal, social, communicative, etc. Structural adjustment in the sphere of organization of information flow leading to an increase in the need for control of dynamic change, which always faces a federal social-communicative activity, as well as active a rapid response to these changes. Actually, this is the content of social-communicative competence of personality in general. Cross-cultural communicative competence thus expresses the need for social-communicative interaction in the multicultural space, and therefore becomes the subject of attention of specialists.

International relations development is inseparable from the process of learning, teaching and improving of foreign languages, because they are means of cross-cultural communication. Increasing needs of society for specialists who can speak foreign languages, at high level in different aspects, in different professional situations and spheres lead to revision of the foreign languages teaching content.

Cross-cultural communication and foreign language teaching are two closely related subjects. Foreign language learning involves not only an explanation of grammar, vocabulary and phonetics, but it also works for inclusion in a culture, for every foreign word, the concept is “due to the national consciousness the idea of the world” [8, p. 38].

Globalization of society, modern communication technologies, increased competition necessity of quick individual adaptation in terms of multicultural world that is constantly changing, raises interest in learning foreign languages, as an important tool of human life in society. New realities strengthen the requirements for proficiency in a foreign language. Changes in public life of the country: occurrence of Ukraine into the European community, radical changes in the field of education (educational development according to the requirements of the Bologna process) have caused a special attitude to foreign languages, strengthened wish for learning foreign languages, especially

English. Foreign languages are needed today to use functionally in different spheres of society as a means of real intercourse of people from other countries.

Modern life in conditions professional competitiveness conditions requires learning a foreign language on high functional level. Now people don't only want to know the language but use it as a means of real communication with speakers of other cultures. In accordance with the situation, it was necessary took a radically changed view on foreign language teaching paying more attention to the Linguistics and cross-cultural communication. The principal target of foreign language teaching is learning a functional and more practical language side. This pragmatic decision tasks are possible only under one condition that solid fundamental theoretical base will be created.

The main task of modern teaching lies in maximizing the development of communicative skills. Its solution involves the elaboration of new techniques of teaching, pointed at the progress of all kinds of language proficiency (reading, speaking, listening comprehension, literacy), as well as a study of new educational materials that provide the base for preparing the students to practical communication. Indissoluble unity of the world and culture of peoples, whose language we teach, includes the effectiveness of solving the tasks which stay before a teacher in foreign languages teaching.

In domestic science and education the study of cross-cultural communication have been initiated by teachers of foreign languages, who first realized that in order to effectively communicate with other cultures it is not enough to know language. The practice of communicating with aliens has proved that even in-depth knowledge of a foreign language do not exclude misunderstanding and conflict with native speakers of that language. Teaching of foreign languages, therefore, includes the introduction of students to the history, customs and traditions, social organization of the country studied language. The main components of a foreign culture that are specific for every country and various peoples can be considered their traditions and customs, consumers culture, everyday behavior in general terms, the national picture of world art culture [3, p. 31].

Learning foreign language it is not enough to overcome the language barrier. It is necessary and very important to ensure communication effectiveness between representatives of different cultures. Overcoming the language barrier is not the only obstruction in the way of understanding. The national specifics of cultures can complicate the process of cross-cultural

communication. In other words, in order to overcome the language barrier successfully you ought to overcome the barrier of culture caused by “incomplete ownership of cultural norms, applicable in certain national linguistic cultural community” [2, p. 23].

Methods of teaching foreign languages through cross-cultural communication can be role-playing games, works on projects, discussions and trainings. Such interactive learning methods can help support the process of students’ adaptation to the social-cultural conditions of the country, to remove language barriers in understanding of new culture representatives’ behavior. Using the interactive methods of teaching you can understand how well the students can speak the language and use the studied material in real life, how adequately they can respond to various propose everyday and professional situations.

Foreign language proficiency of a student is determined not only by direct connection with his or her teacher. To teach a foreign language as a means of communication, you need to create a climate of real communication, to make the link between teaching of foreign languages and real life, actively use foreign languages in natural situations. It can be scientific discussion in the language with the assistance of foreign specialists, native speakers, referencing and discussion of foreign scientific literature, reading of individual courses in foreign languages, participation of students in international conferences, open lectures in foreign languages, scientific societies, where the students of different specialties can meet.

Through the study of a foreign language, you can change the stereotypes about the behavior of a nation, if classes given to the components of the cultural context as values, understanding time, decision-making style, voice features – all that in the future can become a successful interaction and business success guarantee.

So it is impossible to ignore the fact that the necessary communicative competence is formed for communication of real people from different cultures in the process of teaching foreign languages. Understanding others and making others understand you, is possible only if the social-cultural factors are implemented in the structure of teaching. Dramatically improving of communication level, communication between people of different nationalities can be achieved only with clear understanding and implementation of the linguistic and cultural factors. Thus, the key features underlying the formation of intercultural communication include:

- the need to stay in the cultural and "alien", an uncertain environment;
- the necessity to obtain information in the form of codes that are defined by the multicultural factors;
- the need for an understanding of the entity and specific traits of other cultural forms in connection with the need to adapt their own behavior and actions to the requirements for the subjects of the other culture.

Accordingly, the intercultural communication causes the harmonious strategy of mutual contacts and a favorable result in intercultural situations, combining cultural and knowledge related to the mandatory cultural models of behavior. The appropriate social-cultural and personal qualities and skills that enable you to tune out the personality and circumstances of the interaction also have a significant role.

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