

THE DEVELOPMENT OF INTERCULTURAL COMPETENCE OF STUDENTS BY MEANS OF LANGUAGE CULTURE IN THE MIDDLE PHASE OF LEARNING

Rifat Rifovich Fakhрутdinov, Kazan Federal University
Rezida Akhatovna Fahrutdinova, Kazan Federal University

ABSTRACT

In the article the problem of development of intercultural competence of students by means of academic subject "Foreign language" on the basis of realization of language and culture approach. This approach provides language learning in close connection with the foreign language culture, which includes a variety of informative information about the history, literature, architecture, life, manners, lifestyle and tradition of the people of the country of the target language.

There were used a complex variety of research methods: analysis of pedagogical, methodological and psychological literature on the issue of research, monographic method of research solid experience of teaching a foreign language in secondary school; method of observation, conversation; study of products of educational activity of students of pedagogical experiment (diagnostic, formative, milestones). In the framework of the implementation of the experimental work on the control phase revealed the results the development of intercultural competence of students by means of language culture in the middle phase of learning.

Keywords *Intercultural competence, foreign language communication, basic general education, intercultural interaction, English language.*

INTRODUCTION

The leading idea of education in the XXI century should become an awareness of the need to dialog-based educational systems that generate and continuously enriching mental space, "spiritual aura" of the human community through individual, creative, actively transforming, creative activity of the people who, on the basis of education have an intrinsic motivation for such activities and see it as the highest priorities for vital self-realization.

- Foreign language culture is a collection created for the benefit of human values, knowledge, traditions, rules, norms of behaviour, emotional and value attitudes, meanings, ways of creative activities of other nations, considered in relation to the native culture. The inclusion of every person to cultural and mental values of the society in which it develops, human civilization, in general, is carried out through the implementation of substantial and procedural components of mastering a foreign language culture.
- Multicultural society feels the need for a new outlook, aimed at the integration of cultures and peoples with a view to further convergence and spiritual enrichment. All this proves the importance of multicultural education, the purpose of which stands the formation of human culture, a creative personality, capable of active and productive life in a multicultural environment.

- Therefore, the main purpose of teaching foreign languages in the secondary school is to develop personality of student, who is capable to integration into the world community and ready for intercultural communication and self-realization in multicultural educational space.
- Some aspects of this topic is insufficiently developed in the psycho-pedagogical and methodical literature, which revealed contradictions between:
 - - an objective need for the implementation of the developmental function of training and insufficient use of the foreign language culture as a factor of development of the schoolboy at foreign language lessons;
 - - high educational potential of foreign language culture and the lack of means to implement it in the development of intercultural competence of students.
- Object of research: development of a student's personality by means of foreign language culture.
- Subject of research: the development of intercultural competence of students by means of foreign language culture in the middle phase of learning.
- The hypothesis of the research is the assumption that the development of intercultural competence of students by means of foreign language culture will be effective if:
 - - to carry out the development of mental functions of a student, namely: thinking, memory, attention within his psycho-pedagogical characteristics;
 - - to develop the content of linguistic material, as well as forms and methods of its implementation in the process of foreign language teaching;
- to ensure the formation of linguistic and cultural competence of students through the development of all skills in the process of learning a foreign language.

In accordance with the problem, the purpose and the object of the study the following goals have been set:

1. to expand the theoretical and methodological foundations of intercultural competence of students by means of foreign language culture in the intermediary instruction.
2. to determine the content of linguo-cultural materials, forms and methods of its implementation in the process of learning a foreign language at intermediary instruction.
3. to identify the methodological conditions for the development of intercultural competence of students by means of foreign language culture and to test their effectiveness experimentally.

The most complete definition of intercultural communication was formulated by I.I. Khaleeva "Intercultural communication is a complex of specific processes of interaction between people belonging to different cultures, but at the same time who are aware of the fact that each of them is "different", and each perceives foreignness of the "Partner".

The substantial component of the development of another culture legitimately considered in the cognitive, value-educational and developing aspects. Each culture creates a unique system of values, priorities, behaviors, and, therefore its description, interpretation and evaluation should be considered from the perspective of cultural relativism, the essence of which is not a neutral attitude to the values of the target culture, and cognitive "chat" with what he saw, heard on the basis of self-help, self-control and inner freedom.

Some authors interpret intercultural communication as an adequate mutual understanding between the participants of communication belonging to different national cultures.

A student learns about foreign language's culture on classes of a foreign language through learning language as an integral part of it, namely: through the mastery of skills as a means of training (writing, reading (translation), speaking, listening). These skills are

necessary in the process of learning foreign cultures, thanks to the skills students learn facts about foreign culture which are expressed in proverbs, aphorisms, traditions, customs, standards, etc. The perfect way of learning other cultures is to understand its system of values in the original, without intermediaries, which allows to eliminate the distortion of information and the imposition of the views of the interpreter.

It means that the higher the level these skills one has, the deeper understanding of facts, features of the foreign language culture and its value-oriented system one will get.

RESEARCH METHODS

In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching secondary school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control).

Theoretical - methodological basis of the research

includes Theory Culture (M.S.Kagan, N.Z.Chavchavadze); Intercultural Communication and foreign language communication (V.V. Vereshchagin, V.G. Kostomarov, O.V.Lesher, E.I.Passov etc.); psychological aspects of language, culture and identity (Vygotsky, Leontiev); the unity of language and culture (V.Gumboldt, E.M.Vereshchagin, V.G. Kostomarov, V.V. Vorobyov, etc.); intercultural communication (Bakhtin, V.S. Bibler, M.S.Kagan, E.M.Vereshchagin, V.G. Kostomarov, O.V.Lesher, E.I.Passov V.V.Safonova, P.V.Sysoev, S.G.Ter-Minasova et al.).

The diversity of national features reflected in the reality is the object of the linguocultural studies, with the help of and by which we study and try to understand the inner lifestyle, economic and cultural level, the history of the country the language is spoken, its features, traditions and customs. Through the very realities we learn those character traits that belong to this particular country and to this particular historical epoch. The vocabulary in particular responds to changes in the the social life of the country and the changes reflect in the vocabulary of the country.

Integration into the world community involves taking account of national traditions in education and training of students, creating conditions for the formation of their cultural identity, and the creation of diverse and complex cultural environment for the development of the individual student.

As it can be seen the reality is the main object of study of the linguocultural studies. And if we look into linguo-cultural materials based mainly on knowledge of the target language country, specific, normalized thematically oriented portions, it will contribute to the implementation of high-quality mastering the language, do not only the implementation of its communicative function. The higher active formation of speech activity, the stronger and more stable internal motivation, which in union with the wide social ensure a positive attitude towards the political, economic and cultural life the language is spoken. Thus, to be implemented educational, educational, developing and primarily practical aim, submitted to the GEF primary general education.

The usage of the information about the country's culture and geography in teaching foreign language associated with a range of questions which are to be scientifically justified. A number of scientific results of the linguistic-cultural studies are reflected in English course books for comprehensive schools. Several constituents of the course books place at teachers'

disposal quite meaningful information about a foreign country. The quality of the learning process mostly depends on a teacher's ability to select relevant material about a foreign country's culture and geography. A teacher could use some Russian linguistic-cultural dictionaries while preparing for classes, e. g. "Great Britain" by A. Rum, "USA" by G. Tomakhina, "Australia and New Zealand" by V. Oschepkova, and the books published by "List", such as "Briefly on the Great Britain", "Briefly on the USA", "Briefly on Australia & New Zealand", etc. These manuals contain interesting up-to-date data about the countries, informative texts, large amount of photographs, comprehensible charts and diagrams, detailed comments and practice tasks that prove the manuals to be excellent additional study aids for learning English in comprehensive school.

In order to justify the assumptions and solve the advanced problems, the experimental work was carried out in three stages (observation, forming and check). The experiments were performed in seventh and eighth grades (44 students) of school No. 139, Kazan. The observation stage implied the development of the hypothesis, research goals and basic theoretical principles; the forming stage – identification the level of students' multicultural competence, selection of diagnostic tests, exploration the methods of carrying out the experimental work; the check stage – interpretation of received data, making inferences.

On the observation stage the psychoeducational features and the level of foreign countries' knowledge of the students were displayed. That was detected by conducting the quizzes ("Do you Britain well?", "Do you know British history?") and some tests on four type of skills on the development of the multicultural competence of the students of the comprehensive school.

The forming stage of the experimental work was directed towards the developing of the multicultural competences of the students by studying the information about foreign countries. Besides, the realization of the methodological conditions, mentioned in the hypothesis, was conducted. The students were motivated to broaden their cultural outlook through learning new facts about the geography, history and culture of the Great Britain.

Within the framework of using innovations in teaching English, reading tasks on linguistic-cultural area were very significant as the facts of the countries' culture and geography were described in a new modernised way. Thus, pupils of the 10 grade carried out such projects as "The British cultural studies", "The U.S. cultural studies", etc. These projects involve intensive use of the English language sites on the Internet for cultural, cross-cultural and other language studies, moreover, students use knowledge gained from these projects in preparing for the exams. The key point of the learning process was the assessment: answers to the questions, labelling the map with geographical names from the text, summary of the text, true/false statements, different types of tests, etc. The visual tasks contributed to the improvement of communicative subskills of the students: they learned and consolidated new lexis, grammar structures, perfected analytical skills, creativity that helped to extend their knowledge of the foreign countries.

Besides general skills students were forming skills of using functional language, word chunks and grammar.

Moreover, the students learnt how to generate ideas, solve the given problem, convey their ideas through speaking activities, listen to the partners, lead the discussion, express their opinions laconically.

Introducing the scale of cultural values of the countries to students was implemented through:

- 1) acquisition of a foreign culture based on fostering patriotism and respect to the native culture (in the process of comparing and analysing two countries (native and foreign) students realise the uniqueness of their home country; teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic

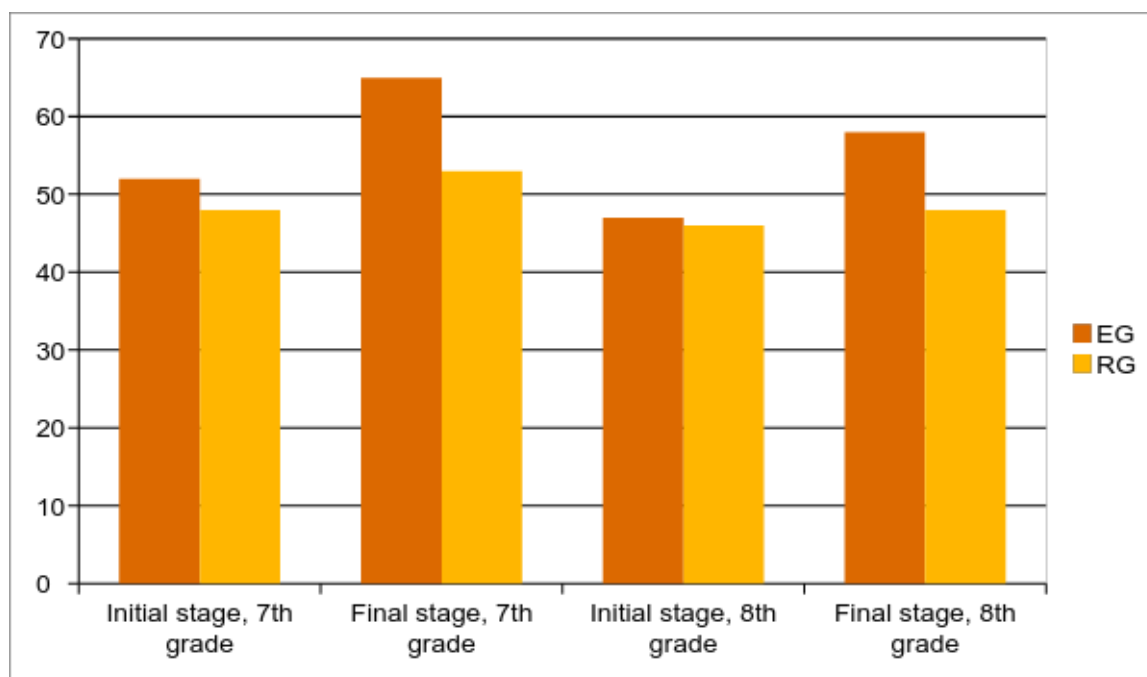
methodological conditions for the comparative humanistically oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

Considering the principles of integration and differentiation, consciousness and native language reliance, it is assumed that the process of acquiring a foreign language in the multicultural educational space improves when applying to a thorough, careful selection of a training material carried by teachers, with the simultaneous use of several guidelines, both for the teacher and for the pupils.

The analysis and processing of experimental results was conducted at the test stage to determine the effectiveness of the pilot testing. The empirical data is registered in the table 1 and the histogram below.

Table 1

| Grade | Number of students | The level of cross-cultural competence at the initial stage | | The level of cross-cultural competence at the final stage | |
|-------|--------------------|---|-----|---|-----|
| | | EG | RG | EG | RG |
| 7 | 25 | 52% | 48% | 65% | 53% |
| 8 | 19 | 47% | 46% | 58% | 48% |



In accordance with the data presented in the table, collation of students' common culture competence development, in comparison of the indicators on the initial and final stages, showed the upward trend on the selected criteria. This proves the validity and reliability of the hypothesis made.

CONCLUSION

The following statements define the scientific novelty and theoretical significance of the research:

- the theoretical and methodological principles of development of school student's cross-culture competence by means of foreign culture are disclosed;
- the content of culture-oriented linguistics materials, forms and methods of its implementation in the process of teaching foreign language at the secondary stage are determined;
- methodological conditions of the school student development by means of foreign language culture: the development of mental functions of a school personality, namely: thinking, memory, attention, given its psychological and pedagogical peculiarities; development of the content of linguistic material, as well as forms and methods of its implementation in the process of foreign language teaching; ensuring the formation of linguocultural competence of students through the development of all kinds of speech activities in the process of foreign language learning are elicited.

SUMMARY

In order to justify the assumptions and solve the advanced problems, the experimental work was carried out in three stages (observation, forming and check).

The observation stage implied the development of the hypothesis, research goals and basic theoretical principles; the forming stage – identification the level of students' multicultural competence, selection of diagnostic tests, exploration the methods of carrying out the experimental work; the check stage – interpretation of received data, making inferences. On the observation stage the psychopedagogical features and the level of foreign countries' knowledge of the students were displayed. The forming stage of the experimental work was directed towards the developing of the multicultural competences of the students by studying the information about foreign countries. The analysis and processing of experimental results was conducted at the test stage to determine the effectiveness of the pilot testing.

ACKNOWLEDGEMENT

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Fahrutdinova R.A. English language in the development of a tolerant person of the student in a multi-ethnic educational environment of the university (for example, Kazan Federal University) // *English Language Teaching*, 2014. Vol. 7, No 12, pp. 77-84.
- Khaleeva I.I. On gender approaches to the theory of teaching language and culture// *Izvestiya of Russian Academy of Education*, 2000. - № 1, pp. 11-15.
- Psychological Bases of Professional Multidimensionality Farit G. Yalalov and Leisan R. Kaiumova
- Kharisov F.F., Kharisova C.M. Bilingualism and Multilingualism in a Globalized Society // *Life Science Journal*, 2014, Volume 11, Issue 11s, pp. 439-443.
- Federal State Educational Standard of compulsory education (approved by the order №1897 of Ministry of Education and Science of the Russian Federation, December 17, 2010).
- Abdrarifkova A.R., Akhmadullina R. M., Singatullova A.A. Specific features of teaching English language in multicultural space (on the example of the religious educational institutions of the republic of Tatarstan) // *Life Science Journal*, 2014, Volume 11, Issue 8, pp. 542-544.
- The Implementation of Project and Research Activities in Working with Gifted Children in Terms of School—University Network Cooperation (Regional Aspect) Albina R. Abdrarifkova¹, Rimma M. Akhmadullina¹ & Aliya A. Singatullova.

- Solovova E.N., Apalkov V.G. Materials of course “Communicative skills development and control: traditions and prospects”. M.: Pedagogical university “September first”, 2010.
- Fahrutdinova R.A., Yarmakeev I.E., Fakhruddinov R.R. The Formation of Students’ Foreign Language Communicative Competence during the Learning Process of the English Language through Interactive Learning Technologies (The Study on the Basis of Kazan Federal University) // English Language Teaching, 2014. Vol. 7, No 12, pp. 36-46.
- Fahrutdinova R.A., Fahrutdinov R.R., Konopatskaya E.A. Formation of general cultural competencies of students in the educational space of the University // Life Science Journal, 2014, Volume 11, Issue 6, pp. 525-529.