

CROSS - CULTURAL EDUCATION

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Лингвокультурные аспекты изучения иностранного языка на неязыковых факультетах педагогических институтов

Linguocultural Aspects of Foreign Language Learning at Non-Linguistic Faculties of Pedagogical Institutes

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Аннотация В статье анализируется и определяется изучение культуры в процессе иноязычного образования студентов изучающих английский язык на неязыковых факультетах педагогических институтов. Показано значение изучения иноязычной культуры будущими учителями. Описан лингвострановедческий материал. Выделены мотивационные факторы внеаудиторной образовательной деятельности студентов и описаны некоторые формы этой деятельности.

Ключевые слова изучение культуры; иностранный язык; неязыковые факультеты; мотивация; педагогическое условие.

Summary This paper analyzes and determines the culture learning in the foreign language education of students studying English at non-linguistic faculties in pedagogical institutes. The significance of foreign culture learning by future teachers is pointed out. Linguocultural material is described. Motivation factors of extracurricular educational activity of students are exposed, some of its forms are described.

Key words culture learning; foreign language; non-linguistic faculties; motivation; pedagogical condition

Culture learning is a dynamic, developmental, and ongoing process of acquiring cultural knowledge, skills, and attitudes to the culture required for effective communication with native speakers. It engages the learner cognitively, affectively, and behaviorally.

Language and culture learning asserts that language has no function independent of the context in which it is used, thus language always refers to something beyond itself: the cultural context. This cultural context defines the language patterns being used when particular persons come together under certain circumstances at a particular time and place. This combination of elements always has a cultural meaning which influences language usage [2].

Foreign Language learning at non-linguistic faculties should be oriented toward developing students' linguistic abilities (reading, writing, listening, translating and speaking) as well as providing a sufficiently broad knowledge of foreign culture. Communicative competence is the main target in language classes, and this couldn't be achieved without foreign culture learning.

Culture learning in the process of foreign language learning at non-linguistic faculties is based on mastering lingua-cultural material.

Having studied methodological literature and researches on the subject and following G.D.Tomahin, O.G. Oberemko and R.K.Min'yar-Beloruhev we restrict the scope of lingua-cultural material to two layers of vocabulary, exactly: realia (denotative /or literal/ and connotative /or suggestive/) and background knowledge vocabulary.

It is necessary to note that constant characteristic of a word or word combination belonging to lingua-cultural material remains their possessing nation-cultural component or semantic fractions, not existing in other languages. Thus the borders of foreign language lingua-cultural material can vary depending on students' mother-tongue.

According to thematic content G.D.Tomahin classifies realia as following: 1) ethnographic(al) and everyday life realia (clothing, footwear, food, drinks, everyday establishments, transport, recreation, pastime, sport, games, traditions and customs, money, plants and animals, environmental protection), 2) social and political realia (government, armed forces) 3) realia of the system of education and upbringing of children and youth, 4) charity, 5) culture realia (literature, cinema and theatre, painting, music, mass media) [1].

Particular attention especially at the beginning of foreign language learning is paid to lingua-cultural material including "facts" about the target culture. The emphasis is laid on the knowledge that has been primarily about "surface-level, obvious" culture (e.g., food, pastime, clothing) rather than "deep-level" culture (e.g., values, history, beliefs).

The significance of culture learning by future teachers is obvious and enormous. Culture learning training provides solution of complex tasks in studying national stereotypes of behavior, thinking, value orientations and thus making actual the necessity of acquiring cultural context above all by students at non-linguistic faculties of pedagogical institutes. Lingua-cultural communicative competence provides: 1) high-quality mastering foreign language; 2) enlargement of world outlook and general culture knowledge; 3) developing such personal qualities as intellectual curiosity, broad mental outlook, tolerance, skills of co-existence with other people, own cultural self-consciousness; 4) development future teachers' ability to express their thoughts accurately and correctly in their mother-tongue thus promoting acquire culture of oral and written communication.

Besides in conditions of studying foreign language at non-linguistic faculties culture learning training possesses great motivation potential.

Development of students' motivation in the process of foreign language in general and for lingua-cultural material as this culture repository is essential at non-linguistic faculties.

The integration of classroom studies and out-of-class (extracurricular) studies is taken as the main pedagogical mechanism for formation English culture learning motivation in the foreign language education at non-linguistic faculties. When pointing out this pedagogical condition we considered specific character of foreign language teaching process at non-linguistic faculties, such as lack of curriculum time given for the subject, different level of foreign language knowledge of the same group students, a great number of students in a group (sometimes up to 20 people), and others.

Students' motivation and attitudes toward language learning is determined not only by emotional experience of its effectiveness, it also depends on procedural motivation, satisfaction of communication process and positive motivation to foreign culture learning. Positive motivation to qualitative foreign

language mastering is included in general structure of social purposes, requirements and motives of a contemporary specialist.

It is well known that at most non-linguistic higher educational institutions both instructors and students consider the course of foreign language as unimportant, at best as subsidiary discipline helping future specialists better to master special disciplines.

It is necessary to persuade non-linguistic faculties' students that besides foreign language is a compulsory element of professional training, it is a part and factor of common culture personal development. Students - future teachers should become aware of the real dangers of contemporary education which American school demonstrates especially – narrow specialization. Not possessing overall picture of the world a person is absorbed in the narrow field he knows all about. Still such knowledge refinement is good for an executor but is hardly characteristic for a teacher.

Language learning motivation development as a dynamic process undergoes some stages: from unconscious motives, invoked with extrinsic inducement to conscious motives stipulated with self-regulation. In such circumstances different forms of extracurricular educational activity of students along with class-work teaching gain particular significance. It is empirically proved that considerable reserves of increasing motivation for foreign language learning are concealed in rational combination of class-room and extracurricular studying.

There are several key theoretical criticisms of the classroom as an environment for culture learning.

The classroom foreign language learning is somewhat different in comparison with abroad environment. It is more formal and structured and thus it is much less natural and motivated. Moreover the teachers themselves mostly have poor experience with the target culture.

Considering the specificity of foreign language learning at non-linguistic faculties and disadvantages of classroom contrasted with natural environment we point out extracurricular work as necessary part of educational process.

Among efficient forms of extracurricular work there are teaching role plays and projects. The role plays such as training role plays, group competition role plays, integrating (complex) role plays with improvisation elements, etc. are used.

The project themes are developed by teachers (“History of London”, “A Tour about London”, “The System of Education in Great Britain”, “British Monarchy and Monarchs”, “Customs and Traditions in Great Britain”, etc.) or chosen by students individually.

The results of such activity are exhibited in various ways, e.g. a collage, an album, a poster, a report, a journal, etc.

Further on a new form of extracurricular work is introduced in the process of culture learning. The students are to communicate with European students with the help of the I-net. The result of these contacts is supposed to be printed fragments.

Listening to the radio and watching TV programs is rather efficient method of extracurricular work for non-linguistic faculty students. The task is not to give the literal or even literary translation. The students are to catch the main idea and to understand the general message.

Besides some foreign language societies, thematic meetings, excursions, and presentations are organized by joined efforts of teachers and students.

The possibility of studying foreign languages by students of non-philological faculties with the help of I-net lectures in the process of extracurricular work is also should be taken in attention.

This study of culture learning in the foreign language education will possibly provide additional insights in better understanding of existing situation and realistic perspectives about the English language teaching situation at non-linguistic faculties in pedagogical institutes in this country.

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Развитие профессиональной мобильности специалистов путем обучения межкультурной коммуникации в рамках центра дополнительного образования

Building up professional mobility of specialists by means of teaching cross-cultural communication at the center for supplementary education

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Аннотация В статье описывается технологический цикл обучения межкультурной коммуникации в центре дополнительного образования. Основным результатом разработанного курса обучения стало повышение профессиональной мобильности обучающихся.

Ключевые слова межкультурная коммуникация; профессиональная мобильность; Классы Конфуция; культура повседневности; металингвистические стратегии обучения.

Summary The article describes the technological cycle of teaching cross-cultural communication at the center for supplementary education. The major outcome of the carefully designed curriculum has proved to be a high degree of professional mobility of learners.

Key words cross-cultural communication; professional mobility; Confucius classroom; culture of “everyday-ness”; metalinguistic learning strategies.

Integration and globalization processes, drastic changes in contemporary Russian society, constant expansion of international communication prove that