

УДК 378

THE PROBLEM OF USING AUTHENTIC MATERIALS IN THE PROCESS OF LEARNING FOREIGN LANGUAGE INTERCULTURAL COMMUNICATION**S. E. Kegeyan**

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Abstract. The article analyzes the problem of teaching foreign language intercultural communication of students of a non-linguistic university, the role, functions and methods of using authentic materials in teaching; the results of the experimental research of this problem are summed up.

Keywords: foreign language intercultural communication; dialogue of cultures; the role of the mother tongue in learning; functions of authentic teaching aids; methods and techniques of using authentic materials.

Dynamic changes in the system of social relations, the transition from an industrial to an information society, in which intellectual dialogue and communication occupy an increasingly important place, required the search for new concepts for the development of the education system in Russia. The culture-forming function of education has sharply increased. This fully applies to modern language education, which is reorienting from teaching foreign languages to teaching foreign languages and cultures and is aimed at preparing students for real intercultural communication.

Global integration changes lead to alterations in the education area, in which the important requirements are as follows: training of a competitive expert, equipped with the competencies (knowledge and skills) necessary for lifelong problem solving, intercultural cooperation widening, and cultural values exchange. Activation of international contacts in the education sector, significance of communication between nations necessitated foreign languages learning and boosted the interest in intercultural communication. Its ultimate goal is to achieve mutual understanding and establish relations between individuals belonging to different national and cultural communities. Language is a part of the culture of any nation; hence the commu-

nication process involves a certain discrepancy in perception or information transmission, which is connected with incorrect interpreting of the behaviour of representatives of other cultures. Taking into account all the above, the knowledge of language system, the speech behaviour of native speakers, sociocultural information and ability to use them in specific situations are becoming particularly relevant in the communication process.

Consequently, knowledge of intercultural communication basics in teaching foreign languages is an essential condition for mastering a language system, comprehensive functioning in a new sociocultural environment and formation of a personality, ready for international mobility needs.

Intercultural communication takes place when interacting participants represent a different communication system. Differences may occur in verbal and nonverbal communication, for instance, eye contact, gestures, touch, pauses, turn-taking or use of time. They are potential sources of clashes or conflicts in intercultural communication. In a case of an intercultural communication clash, there may occur feelings of confusion, tension, embarrassment and frustration.

In modern studies, intercultural communication is understood as "functionally conditioned communicative interaction of people

who act as carriers of different cultural communities due to their or other people's awareness of their belonging to different geopolitical, continental and ethnic communities, as well as social subcultures" [2, p. 19].

As for foreign-language intercultural communication, the language acts in it as a means of communication, which is not native to all or some part of the participants in intercultural interaction.

The regularity of intercultural communication and its integral part is that in the process of communication between representatives of different cultures, the national culture enters into a dialogue with other national cultures, highlighting such things that did not dwell on in the native culture. M. M. Bakhtin wrote about this: "We pose new questions to a foreign culture, which it did not ask itself, we are looking for answers to these our questions in it, and a foreign culture answers us, revealing its sides to us, new semantic depths" [1, p. 335].

As we can see, familiarization with the studied cultures is carried out through dialogue, i.e. by incorporating the personality into cultural experience in time and space. In the course of this dialogue, its participants realize the originality and commonality of different cultures, cultural diversity as a source of personal and social development, the formation of an individual in a multicultural space.

It should be mentioned about the special role of the student's native language, which, in parallel with the foreign language, acts at all stages of teaching foreign language intercultural communication as a means of forming a linguistic picture of the world, which "reflects reality by means of language, but not directly, but through the cultural picture of the world ("language as mirror of culture")" [3, p. 23]. At the same time, language is the key to discovering the uniqueness and originality of one's own national identity and the historical achievements of representatives of other cultures.

In the conditions of an artificially created language environment, teaching a foreign

language to students of a non-linguistic university involves modeling communicative speech situations of intercultural communication in the classroom, which can only conditionally be equated to real ones. In the absence of a real bearer of a foreign language culture, the role of the teacher as a guide between two cultures increases significantly, capable of forming the necessary skills and abilities of intercultural communication in students and ensuring their interconnected communicative, cognitive and socio-cultural development.

One of the leading requirements for the content of teaching foreign language intercultural communication is authenticity. This requirement presupposes the active inclusion in the learning process of genuine, original materials, acquainting students with the country of the language being studied, the history and culture of its people, with the realities of modern life.

At present, the possibilities of using foreign educational and methodological audiovisual complexes, various information from the Internet, publications from foreign newspapers and magazines, as well as real objects and materials reflecting various spheres of the life of the society of the country of the target language, have increased without limit. Such materials include samples of forms, questionnaires, brochures, tourist guides and guidebooks, city maps, various programs, tickets, etc. Authentic materials make it possible to bring students as close as possible to the natural cultural environment, to make them active participants in the communication process.

Our research has shown that in the selection of authentic teaching aids, it is necessary to take into account the cultural value of materials, their typical and well-known, modernity, thematicity and functionality, clear differentiation with the native culture of students, professional orientation of teaching a foreign language at a university.

Three main functions of authentic means in the learning process can be distinguished: 1) educational, when they are used to expand

the general outlook of students, to acquire new regional and linguistic knowledge; 2) communicative, if authentic means serve as the basis for organizing verbal communication in various spheres and situations of life; 3) developmental, in which regional information is used to develop the intellectual skills of students, their creative activity, the formation of sustainable cognitive interest and motivation to learn a foreign language.

The educational function of authentic means manifests itself in the classroom, when students, under the guidance of a teacher or independently, get acquainted with information that is new to them in the course of reading a text, listening to a sound recording, watching videos, working with an Internet site, getting acquainted with materials related to professional, business, social cultural and everyday spheres of communication.

The communicative function of authentic means can be realized in the process of teaching foreign language communication. In order for such communication to become possible, a lot of preparatory work is needed to form students' skills and abilities to conduct a dialogue, conversation, discussion within the framework of the topic and situation of communication. This is facilitated by a set of communicative tasks that form the corresponding skills and abilities.

Authentic means realize their developmental function when they become a source of cognitive activity of students, if problem situations are created in the lesson that require students to independently solve mental problems.

Situations of professional foreign language communication, modeled in teaching all types of speech activity, are of particular importance in the university. These include, first of all, situations that arise while working

with literature in a specialty. For example, situations of acquaintance with novelties of literature, selection of material for a term paper, writing an essay, etc. This can also be a situation of business communication with foreign colleagues. For example, conducting discussions, press conferences, "round tables" on professional topics.

An obligatory component of such situations is a problematic task, which the student must solve independently. At the initial stage of training, the problematic task can be indicated in the situation or formulated by the teacher. At an advanced stage, the student, having familiarized himself with the content of the situation, formulates the problem himself, looks for ways to solve it and prove its correctness. This is facilitated by authentic materials in combination with traditional teaching aids (textbook, dictionaries, reference books), as well as, if necessary, teacher's help in the form of brief information / instructions for working on solving the problem.

Thus, authentic means in combination with active techniques and methods of working on them give the process of teaching students foreign language intercultural communication a creative character, making it truly developing.

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