

INTERCULTURAL COMMUNICATION AND A SECOND LANGUAGE TEACHING

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The world today is characterized by a constantly growing number of contacts resulting in communication between people with different linguistic and cultural backgrounds. This communication appears from contacts within the areas of business, military cooperation, science, education, massmedia, entertainment, tourism and professional sphere. In all these contacts, there is communication which needs to be as constructive as possible, without misunderstandings and breakdowns [2].

The general definition of intercultural competence as the basis of intercultural communication is the ability to work successfully within and across various cultures. According to theorists, "The components of intercultural competence are knowledge, skills, and attitudes, complemented by the values one holds because of one's belonging to a number of social groups, values which are part of one's belonging to a given society" [1: 8].

The connection between studying a second language and social cultural competence forming provides the unity of communication content and shape, defines the relationships sphere, the educational texts subject matter, and the requirements to the related skills and abilities. The social cultural approach application facilitates the development of the students' general cultural level, i.e. forming up-to-date perception images of world structure, society, nature, a human, and meaning of life. It also involves establishing a complete system of notions concerning customs and traditions of a second language country, studying the cultural national gaining from a dialogue of particular cultures and a world culture. The social cultural approach is the basis for realizing human mutual values; it helps to outline what is common and particularly national in various cultures, peculiarities of mentality and life style. Intercultural communication development is the elaboration of human relations with each other in a respectful and tolerant way.

Nowadays foreign relations of Ukraine, political, social, economical and cultural changes determine the altered related requirements to the second language teaching field as a whole.

A modern student is a prospective foreign countries visitor, with private, business, professional or tourist purposes; he is or can potentially be a successful communicator with friends, acquaintances, colleagues personally or through nearly every day changing and developing soft ware techniques. But anyway all the mentioned and other useful activities are impossible or can be miserably performed without mastering second language at the appropriate level; and obtaining considerable knowledge in the social cultural sphere of a studying language country is quite necessary as one of the means of successful communication.

A foreign language as the means of intercultural communication helps to understand people of different countries and feel comfortably in the country of the studying language. Actually, an ability to understand a representative of another culture is not connected exclusively with the correct application of lexical units but also with the capacity to realize foreign culture habits including speaking habits in various situations. It leads to perception a second language not only as the means of intercultural communication; it's a recipe to cognize the other culture and simultaneously to promote the native one, achieving the higher level of spiritual self-development and general liberal education.

Consequently, all modern methodology of a second language teaching must be directed to training an efficient specialist able to act independently in various communicative situations arising in his professional and private life.

The main purpose of a second language teaching is creation of communicative competence that comprises both command of a language as a mean of intercultural communication and development of skills to apply it for a dialogue of cultures and civilizations of the nowadays world. The development of the communicative competence is determined by social cultural, social and linguistic knowledge and skills which can facilitate entering a new environment and socialization in a new community.

It's reasonable to study a second language in all the fields of communication – personal, social, educational, professional. Such diversified studying aims to provide obtaining language knowledge and skills at the level appropriate for keeping contacts with other countries people and overseas partners, and is essential for further individual and professional development.

A second language effective studying presupposes systematic and sequential work which is to result in acquirement of communicative skills. This process must involve dealing with a considerable amount of educational material aiming to build social cultural and social linguistic competence.

Social cultural competence involves acquirement of social cultural peculiarities of a country of a second language, native and foreign cultural values and moral standards; and as a result, practical ability to apply them in any field of activity. Selection of relevant educational material is rather essential because realizing history and culture of another country, broadening students' outlook can be carried out through a second language acquirement.

In a modern world there is a tendency to consider a foreign language acquirement not only accumulation of a some portion of linguistic background but a definite level of skills to use a language for oral and written communication, for comprehending history, culture, peculiarities of politico social spheres of other nations' lives.

The subject matter of communication can be multifarious. It can cover various fields of knowledge and among them those which are the subject of other educational disciplines – meaning intersubject connections.

A future specialist should be profoundly familiar with foreign professional terminology in his sphere because its appropriate application can be very useful in the course of professionally directed communication with foreign partners and facilitate successful professional activity. Which is to say, creating terminological competence should be considered extremely essential not only while studying specialist disciplines but also a second language.

The combination of such approaches and intersubject connections can lead to

considerable results, create actual comprehending of the professional terminological system, and train to use the obtained knowledge efficiently.

In actual fact, professional language competence of a future specialist is based on the interdependent professional, linguistic, and social cultural formation and development. It is performed by acquirement of a combined cycle of specialist and language disciplines.

The current global integration process opens the door to active and effective business and personal contacts that demands language proficiency. That is why command of basic international languages is not only the indication of the educational and cultural level of a person but also a way to successful professional activity. The second language general and especially social cultural skills can assist a specialist to feel confident in the professional activity sphere, adapt in a community, and establish mutual understanding with foreign partners and colleagues. In contrast, lack of relevant educational, cultural and moral outlook limits communicative opportunities and learning the world as a whole.

БІБЛІОГРАФІЯ

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