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THE ROLE OF INTERCULTURAL COMMUNICATION IN MODERN SOCIETY

Т.А. Ковалева (доцент кафедры германо-романских языков и методики их преподавания,
ГСГУ, канд. филол. наук, доцент)
Коломна, Россия
z-tatiana@yandex.ru

Е.А. Кралечкина (студент 1 курса кафедры германо-романских языков и методики их преподавания, ГСГУ)
Коломна, Россия
lizakralechkina13@gmail.com

Аннотация: для эффективного общения между представителями разных культур необходимо преодолеть не только языковой, но и культурный барьер. Язык должен изучаться в единстве с историей, культурой и бытом. Только глубокие фоновые знания о культуре общения, правилах этикета, национальных особенностях поведения и мышления позволяют поставить межкультурное общение на более высокий уровень и добиться успеха в сотрудничестве.

Summary: for effective communication between representatives of different cultures, it is necessary to overcome not only the language, but also the cultural barrier. The language should be studied in unity with the history, culture and life. Only deep background knowledge about the culture of communication, rules of etiquette, national specific features of behavior and thinking allow you to put cross-cultural communication on a higher level and achieve success in cooperation.

Ключевые слова: общение, культура, национальности

Keywords: communication, culture, nationalities

The formation of cross-cultural communicative competence of specialists, that is, the formation of practical skills and abilities that ensure the development of an individual's ethno-cultural sensitivity, his ability to correctly interpret specific manifestations of communicative behavior in various ethno cultures is one of the main tasks facing a teacher of postgraduate education. A sufficient level of communicative competence will allow you to communicate in most situations that arise during your stay in the country of the language you are learning. Students will be able to adequately implement the communicative intention through dialogical and monologue statements on a sufficiently familiar topic.

Socio-cultural competence implies students' knowledge of national and cultural features of social and speech behavior of native speakers: their customs, ethics, social stereotypes, history and culture of the country, as well as the ability to carry out their speech behavior in accordance with them. The inclusion of socio-cultural competence has significantly expanded the scope and content of the practical aspect due to the cultural component. It has become linked to the

ability of communicants to enter into an equal professional dialogue with native speakers of the language being studied from the position of not only language adequacy of the means, but also knowledge of cultural realities, which is no less important for successful communication [2].

However, on the way to successfully mastering sociocultural competence, some difficulties arise, they can be of both subjective and objective nature, that is, they can be connected neither with the personality of the communicant, his or her internal state, nor with the presence or absence of experience of intercultural communication, etc. , but be caused by a number of objective factors. Difficulties of this kind are of particular interest, since their objective nature makes them possible to study and take into account in real communication situations. Knowledge of the difficulties, barriers that complicate the communication process and often make the process inefficient, helps with a lot of things. Firstly, to make this process aware (we are talking about awareness of cultural differences) and, thus, controlled, secondly, makes it possible to foresee and predict possible options for the development of the communication situation, and thirdly, allows you to correctly explain the causes of their occurrence and, as far as possible, manage them and, thereby, contribute to the achievement of communication goals. The study of communication difficulties and barriers should be included in the content of training specialists in cross-cultural communication, as this will allow them to understand other people's behavior based on different experiences and cultures, and build their communication taking into account these differences. Barriers and difficulties arise primarily where there are differences. Analyzing these differences, we have come to the conclusion that there are the following barriers and difficulties that accompany the communication process and prevent success:

- Cultural barriers that are based on differences in the cultures to which the communicants belong. Communication in any culture is based on rules of behavior determined by value orientations, beliefs, and norms. Belonging to one culture makes communication easier, while belonging to different cultures makes it more difficult;

- Communication barriers associated with the features of the communication process itself, which involves simultaneous encoding and decoding of messages exchanged by communicants, contextually of the communication process, symbolic unconscious nature of communication. Cultural differences in communication styles are also a significant challenge;

- Sociocultural barriers arise due to the different cultural identities of communicants-representatives of different cultures, their different status and situational roles, differences in age, social affiliation, etc.;

- Psychological barriers based on differences in perception determined by cultural characteristics (errors of causal attribution), expectations of how the communication process will be built, stereotypes that people are guided by and that affect our attitude to this group, ethnocentrism, which occurs when a person

considers their culture as a standard, the right standard, ethnic prejudices, antipathy to a particular nation, based on erroneous judgments, features of the perception process;

— Language barriers are related to differences in language systems — differences in vocabulary, grammatical structures, phonetic structure of the language, differences in the rules for building a dialogue, the presence of dialects, and so on [1].

Therefore, an important role is played by the development and the development of new teaching methods with extensive use of visual forms of information presentation, presentations, various web projects using the latest information technologies that will improve the quality of students' training and teaching foreign languages.

For effective communication between representatives of different cultures, it is necessary to overcome not only the language, but also the cultural barrier. The language should be studied in unity with the history, culture and life of the people of the language being studied. Deep background knowledge about the culture of communication, rules of etiquette, national specific features of behavior and thinking, about such important components of culture as traditions, customs, rituals, allow you to put cross-cultural communication on a higher level and achieve success in cooperation. The issue of using modern teaching tools using the latest multimedia technologies, computer technology, Internet resources, distance education projects, electronic communication, etc. is particularly acute.

In this context, it is advisable to create a virtual multimedia learning environment for intercultural communication using the following modules:

- Virtual media library with multimedia training courses;
- Virtual music library with authentic audio materials in the target languages;
- Virtual video library (feature films, documentaries, animated films of the countries of the language being studied);
- A virtual reference system that can include multilingual dictionaries, lexical and grammatical reference books, and multimedia encyclopedias [3].

All this is very important to remember, because in the era of globalization and internationalization. Very often, in various situations, representatives of different countries and cultures, or rather different linguistic and cultural communities meet and communicate, and quite often they do not come to an understanding. The reason lies not only and not so much in the presence of the language barrier, which is relatively easy to overcome through teaching foreign languages. Lack of mutual understanding often occurs in the case of participants' knowledge of the corresponding foreign language at the necessary and sufficient level. The study of cross-cultural communication is an urgent need of modern society, which today has a pronounced multicultural character. Modern Germany, Switzerland, Austria, the United Europe as a whole, the United States,

and especially Canada serve as a convincing example of this. Multiculturalism is understood as:

- 1) cultural, religious, ethnic and linguistic diversity of society;
- 2) the political and social need of society to ensure peaceful and beneficial interaction of different cultures and lifestyles through mutual respect, recognition and tolerance. The philosophy of a multicultural society is based on such politically and vitally important principles as: - the principle of ethno-cultural diversity;
 - The principle of cultural equality for all members of society;
 - The principle of equal value of all cultures;
 - The principle of mutual tolerance;
 - The principle of openness of different ethno-cultural groups in relation to each other;
 - The principle of unity-within-diversity;
 - The principle of equal opportunities for members of society [2].

A variety of methods, tools, places of study, as well as forms of organization of the educational process and extracurricular work are used to form multicultural competence. In foreign practice, specially organized cross-cultural trainings focused on the professional and life needs of their participants are widely used. Of all the variety of methods of intercultural training, the following should be noted: traditional lectures and reports using visual material (for example, in the course of linguistics and country studies); description and simulation of multicultural/intercultural situations in which you can find yourself in real life; role-playing and simulation games; meditation; group discussions; reading and analyzing texts; search work in small groups; exchange of personal experience; creative methods (drawing, making collages, modeling, etc.), excursions and visits to exhibitions, museums, concerts; questionnaires and tests, etc. [3]

Teaching people to communicate (verbally and in writing), to produce, create, and not only understand foreign speech is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, and much more. The main answer to the question of solving the urgent problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inseparable unity with the world and culture of the peoples who speak these languages.

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