

Англис тилин окутуудагы маданияттар аралык баарлашуунун ролу

THE ROLE OF CROSS-CULTURAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING

Роль межкультурной коммуникации в обучении английскому языку

Аннотация. Бул макала азыркы тил чойросундогу маданияттар аралык баарлашуунун кондумдорун натыйжалуу оздоштуруугожана ортомчулук кылууга негиз тузууну камсыздап, окутуунун жана уйротуунун маанилуулугун камтыйт.

Урунттуу сөздөр: маданияттар аралык баарлашуу; изилдоо; маданияттагы ар кылдуулук; өз олконун маданияты; башка олколордун маданияты.

Annotation. This article concerns the importance of teaching and learning framework which provides the foundation for the effective acquisition and mediation of cross-cultural communication skills in the modern language classroom.

Key words: cross-cultural communication; explore; cultural diversity; home culture; target culture.

Аннотация. Эта статья содержит важности структуры преподавания и обучения, которая обеспечивает основу для эффективного приобретения и посредничества межкультурных навыков в современном языковом классе.

Ключевые слова: Межкультурная коммуникация; исследовать; культурное разнообразие; культура родной страны; целевая культура.

The modern world can be called multicultural due to racial, cultural, and ethnic diversity. Through the process of globalization and immigration modern society has become a mixture of different nations and cultures. Cross-cultural communication contacts have grown significantly nowadays. Thanks to globalization people can learn and enjoy foreign goods, food, music, ideas, technologies and practices. Culture comprises all activities people practice. What they eat, how they dress, etc.

So, the students expect the language teachers to open up the world for them, they want to know about other people, and their accomplishments and culture, they can compare with own culture. By exploring their own culture, students can acquire the vocabulary with which to describe values, expectations, behaviors, traditions, customs, and rituals, forms of greeting, cultural signs, and identity symbols familiar to them. Once students know how to talk about their culture, they are ready to discuss the values, expectations, and traditions of others with a higher degree of intellectual objectivity.

That's why the English teachers should broaden the students' multicultural awareness. Here the goal is to install in students the sense that they are members of a culture and that their way of life has evolved to meet particular needs. Intercultural learning implies experiential learning. It is not sufficient to read books about culture, to listen to lectures about other cultures, or to deal with the subject on a purely cognitive intellectual level. It is necessary to learn from and with

people from other cultures. As opening to outside world further expands, the number of people going abroad or participating in cross-cultural communication domestically becomes more and more. They need to learn and master practical skills when communicating with people from different cultural backgrounds. Based on this, practical significance of study on cross-cultural communication is greater than theoretical significance. It is necessary to research: world outlook and values; cultural characteristics of verbal behaviors; non-verbal communication. If cultural differences are reflected in language, they will become linguistic differences. Language is the product of culture and a manifestation pattern of superior culture. Language application must follow culture rules. Cross-cultural communication and foreign language teaching are inseparable. This is because foreign language teaching aims to not just impart language knowledge, but also to cultivate students' communicative competence and cross-cultural communication skills.

Areas of study involve a reflection about the students' own values, attitudes and cultural identity. There is a widespread tendency to ignore or reduce diversity when we look at other cultures. It is important to explore our notions of culture in order to clarify what exactly we mean by "culture" when we use the term.

There is a question: how do we teach cross-cultural communication?

Some strategies and tools that can be used for teaching cross-cultural communication include film, cooperative learning, improvisation, inquiry-based instruction, production, interaction, negotiation, meditation and role-play. For discussions teachers may use films and other visual media showing members of the target culture. Foreign films offer a unique window into the attitudes and behaviors of people from various cultural or linguistic backgrounds. The cooperative learning environment encourages students to actively assimilate and process the new information, while cross modeling it with classmates. In terms of cultural differences, the sketches and improvisations may be related to a variety of cultural differences such as language, clothing, food, traditions, music, or social norms and behavior codes.

We must decide on cultural elements that may be too sensitive to be discussed in class. In many countries, there is still much intolerance towards and prejudice against other nations and cultures. These may include delicate matters such as male-female relationship, controversial political issues like revolutions, and volatile subjects, like alcohol, sexual orientation, and drugs. Topics that we discuss in our societies can create major problems when raised in classes abroad. In many cultures it is unusual for males and females to shake hands or touch the opposite sex at all. Woman from Islamic societies may find any contact a major problem at first. Similarly, dubious jokes about relationships can be very embarrassing. In communication situations body language plays an important role, but the signs and gestures are not universal. Using left hand in many Islamic countries is not acceptable....the list is endless. Students discuss common impressions they have of various nationals and then are asked where these impressions come from. In order to explore unknown culture; students should know well their own one. It is necessary to have a discussion on culture shock. The incident was with an American teacher Linda in Kyrgyzstan. She wanted to get to know the students more informally, so she invited her Kyrgyz students to her house for a party at 6.00 p.m., but the students arrived at 8.00. She had waited for her students for two hours. She felt insulted. First and foremost, Americans are punctual, if not absolutely ruled by the clock. A Kyrgyz man in the United States, after being offered a meal and refusing politely, could be unpleasantly surprised to be given nothing to eat, and might even think that Americans are stingy with food. The American host would not realize that refusing food is a sign of modesty and the person offering the meal should insist.

By exploring their own culture, students acquire the vocabulary with which to describe values, expectations, behaviors, traditions, customs, and rituals, forms of greetings, cultural signs and identity symbols familiar to them. As linguists, we can explore language difficulties. Difficulties with the English language range far beyond the superficial aspect of “accent”: e.g. sounds: –vowels in English can be long or short: *part/pat*, etc. -final consonants: *hat/had/dog/dock, chicken*; - in Kyrgyz language have no consonants or clusters so have considerable difficulty in hearing and pronouncing them in English e.g. *this/that /thank/thin this/that /thank/thin ; table/ letter*, etc. Intonation is important in English to convey attitude or mood. Articles *a/an/the* are used in English language, but Kyrgyz language does not have articles. There are other differences between English and Kyrgyz languages: sentence structure, word order, phrasal verbs, linking words, paragraph structure and length.

So we should focus on the students’ own culture and compare the cultures of other countries to their own, point out the cultural contrasts. Students will benefit by gaining solid knowledge of the different world cultures and they must also develop the ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication for both transactional and interactional purposes.

References:

1. Alison Savage. Cross-cultural communication. University of Surrey Education. 1996.
2. American English state.gov> resources
3. Examining cultural behavior. Oxford University Press. 1998. P.84-87
4. Forum. Volume 37/3 1999 p.2-5
5. www atlantis-press.com>article
6. www resaurchgate.net>publication
7. www worldwidejournals.com>