

The Problem of Intercultural Communication in Teaching Foreign Languages

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Abstract: Currently, one of the progressively developing areas is intercultural communication. Globalization processes have forced linguists, philologists and teachers to pay special attention to such an aspect of communication as interaction in an intercultural environment and the teaching of foreign languages, between which there is a close connection. The article discusses issues of intercultural communication in teaching foreign languages.

Keywords: Globalization, teaching of foreign languages, intercultural communication, pedagogical process.

The problem of intercultural communication in teaching foreign languages has existed for a long time, but linguists have approached its close study quite recently, and this problem began to be considered from a new position of linguistic and regional studies, which makes it possible to increase the impact of intercultural communication on students for more practical mastery of a foreign language.

Language is a powerful social tool that forms the flow of people into an ethnic group that forms a nation through the storage and transmission of culture, traditions, and social identity of a given speech group [6, 1790]. The main answer to the question of solving the current problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inextricable unity with the world and culture of the peoples speaking these languages. It is necessary to teach the functional side of a foreign language and more practical use of it. At the present stage of development of our society, when numerous cultural connections arise everywhere, a redistribution of values, guidelines and motivations inevitably occurs in the education system; training in intercultural communication becomes a universal approach to the education system [2,611]. The very concept of intercultural communication implies equal cultural interaction between representatives of various linguistic and cultural communities, taking into account their originality and originality, which leads to the need to identify what is universal on the basis of a comparison of foreign language and one's own cultures. In new conditions, with a new formulation of the problem of teaching foreign languages, it became obvious that a radical increase in the level of teaching communication and communication between people of different nationalities is necessary. Solving this problem will expand and deepen the role of the sociocultural component in the development of communicative abilities [1,152].

In the educational process, during the professional training of students, teachers identify the task of justification, development; construction, optimal design and modeling of the pedagogical process, taking into account the national traditions and customs of students [5,215]. Modern pedagogical technologies used in the learning process have a number of specific features. Any pedagogical technology includes: target orientation; scientific ideas on which it relies; systems of actions of the teacher and student (primarily in management categories); criteria for evaluating the result; results; restrictions on use.

One of the factors that teachers should pay attention to at the beginning of the new academic year is the composition of groups, taking into account ethnic and linguistic characteristics. This factor must be taken into account to unite the team and create adaptation of students in the educational institution. Since the heterogeneous ethnic composition of the group is a certain barrier, differences in culture appear [40].

The concept of culture should be considered in two ways, from two sides - objective and subjective. Objective culture includes all possible institutions, such as the economic system, social customs, political structures and processes, as well as literature, arts and crafts.

Subjective culture is the psychological features of culture. This concept includes: values and patterns of thinking (mentality). It is this subjective culture that, according to many researchers, poses an enormous difficulty in understanding.

When identifying situations where students know German poorly and speak their native language better, it is necessary to create conditions to overcome the language barrier. This condition is not sufficient to ensure effective communication between representatives of different cultures. To do this, you need to overcome the cultural barrier. Nationally specific features of the most diverse components of communicant cultures can complicate the process of intercultural communication [27, 84].

The components of culture that carry a nationally specific coloring include at least the following:

- traditions (or stable elements of culture), and also defined as traditions in the “socionormative” sphere of cultures, rituals (performing the function of unconscious familiarization with the corresponding normative requirements in a given system);
- everyday culture, closely related to traditions, is often called traditional everyday culture;
- everyday behavior (habits of representatives of a certain culture, norms of communication accepted in a certain society), as well as the associated mimic and pantomimic nature, used by carriers of a certain linguocultural part;
- “national pictures of the world”, reflecting the specifics of perception of the surrounding world, the national characteristics of thinking of representatives of a particular culture;
- artistic culture, reflecting the cultural traditions of a particular ethnic group.

The carrier of the national language and culture also has specific characteristics. In intercultural communication, it is necessary to identify the peculiarities of the national character of communicants, the system of their emotional makeup, and nationally specific features of thinking.

The close connection and interdependence of foreign languages and intercultural communication are so obvious that they hardly require lengthy [21, 858].

One of the conditions for the introduction of modern pedagogical technologies in the process of teaching students is the formation and development of teachers’ skills in designing and implementing advanced teaching technologies in the field of intercultural communication.

The level of German language proficiency is determined not only by direct contact with teachers. In order to improve language as a means of communication, teachers should create a communication environment, actively use the vocabulary of the language being studied in live, natural situations [41]. These can be informal types of communication: clubs, circles, scientific societies of interests, where students interested in national languages existing on the territory of the country.

Studying everyday topics in conditions of complete isolation and the impossibility of real acquaintance with the world of the language being studied and the practical use of the acquired knowledge can be considered useless [10; 36; 39]. Involvement in extracurricular activities of students needs to be developed, which lies precisely in communication, contact, the ability to understand and convey information at the peer level. The solution to the urgent task of mastering

the German language as a means of communication between representatives of different peoples and cultures is that languages should be studied in inextricable unity with the culture of the peoples speaking these languages. In educational organizations, all conditions exist for this. The effectiveness of the process of improving the German language, in addition to knowledge of the subject, depends on many factors: the conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression: facial expressions, gestures [25; 28; 30]. The educational environment promotes student adaptation through involvement in the educational process, communication with peers and extracurricular activities. These conditions are important because they form a conflict-free environment for the educational process.

Thus, the involvement of students not only in the educational process in which both teachers and students themselves participate, but also in extracurricular activities, the use of various pedagogical technologies that contribute to the formation and development of students' interest in other cultures and in improving the German language will contribute to adaptation students and good performance in the educational process.

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