INTERCULTURAL MODEL OF FOREIGN LANGUAGE TEACHING: WAYS OF OPTIMIZATION

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Summary: The article is devoted to various issues of methods of teaching a foreign language to foreign students. The article notes the need to differentiate the level of basic education of foreign students and individual approach to each of them, thus during studying should use different groups of tasks, and pay attention on degree of students' lexical and grammatical material, their general "background" knowledge and emotional mood. This presented work analyzes the features of the linguistic-socio-cultural method; some principles of the functional-communicative approach are clarified; emphasizes the importance of using the "translation technique" in the classroom in English and Russian, as well as the use of a thematic glossary in the course “Country Studies. History”; the importance of reading literature in Russian and English in the process of social and cultural adaptation of foreign students of the preparatory department is studied. The purpose of the article is to demonstrate various methods and techniques for presenting new material, consolidating and testing knowledge that can be used by a teacher in practical classes in a foreign language. The task for the authors is to find effective forms of education and ways of optimization, to identify mechanisms for optimizing the educational process that can develop the intercultural competence of students, as well as contribute to a positive mood of students during their staying, living and studying in our country. The authors come to the conclusion that texts and tasks for learning should be cognitive, arouse interest among students and be quite complex; it is necessary to use different groups of tasks, a small number of exercises for one rule being studied, and also actively apply game situations, tasks for finding errors and working with dialogues. The selection of reading material, the use of fundamental methods in the study of a foreign language and their integration into a modern communicative method play the important role. Such work with students (as well as the “translation technique”) develops memory, thinking and logic, helps to create an English-speaking/Ukrainian-speaking environment, thereby overcoming the psychological language barrier among students. The basic research methods are cultural-typological and contrastive-comparative.

Key words: foreign language teaching, modern communicative approach, individual psychological characteristics of foreign students.
university education. The main task of intercultural model of foreign language teaching (and communicative method) is to teach the student to express his thoughts in a foreign language in a difficult way, and only then proceed to the development of grammatical and syntactic rules. In modern realities associated with the expansion of the geography of students at the university (as well as with their desire to learn English as a foreign language), the importance of integrating traditional methods, information technology and the sociocultural method into a comprehensive system of teaching a foreign language at the preparatory faculty is noted. “Increased demand in the study of foreign languages required an increased supply” [1]. The system-forming module for all stages of pre-university training is the Ukrainian language or English, depending on the language of instruction chosen by the students. Of course, interdisciplinary coordination is also important, since all subjects subsequently taught in the same language. Justified, from our point of view, is an intensive course of the Ukrainian language with subsequent (or parallel) study of the English language by students. It’s not a secret for anyone that foreign students (from India, Nigeria and other countries) who have chosen the English form of education, sometimes even by the fifth year, have difficulty overcoming the IPC and IGC (Introductory Phonetic Course and Introductory Grammar Course) programs in Ukrainian, experiencing enormous difficulties in communication. This problem also applies to students of the preparatory faculty, where students from different countries study in mixed groups, and not all of them have an idea even about the elementary grammar course of the English language and pronunciation rules, have a meager vocabulary and do not have sufficient motivation (except for further education) in this language.

And if the interest and motivation in the study of the Ukrainian language is quite understandable, then with the English language the situation is completely different. The main difficulty of teaching and learning English as a foreign language is the lack of: a language environment (and deep involvement of students in language practice), a situation of real / live communication, elementary basic knowledge of students. In addition, the initially different level of knowledge of English in a group of foreign students (from learning the article to the level of knowledge of the course A-2, B-1) significantly complicates the work of a teacher (not a native speaker). Although foreign students study English with a teacher who is not native, such an integrated approach can’t be considered negative or incorrect, since the teacher (and students) has the opportunity to analyze and compare two language systems, compare grammatical structures and explain grammatical rules, it is better to convey information, to prevent and prevent possible errors.

The essence of any approach to learning a foreign language is to use it as a means of full-fledged communication, respectively, consisting of all aspects inherent in colloquial speech. Thus, special attention in the classroom to the development of listening skills, without which full communication is impossible to imagine. Such an integrated approach is necessary in order to develop students’ communicative competence, in order to acquire the skills of understanding and conscious speaking, using grammatical rules. Here it is important to observe the basic principles of the functional-communicative approach in teaching.

It is known, the modern methodology of teaching foreign languages is based on certain principles of teaching oral speech: the principle of communicative
орієнтація; принцип моделювання типової комунікативної ситуації; принцип комунікативної діяльності; принцип інтенсивної практики; принцип фазування мовних навиків; принцип адекватності. Коли включають мовний матеріал у програму, кожна фраза повинна бути оцінена з позиції реальності її виникнення в природному спілкуванні, і з позиції повторення (частоти) як "готових" мовних знаків; і мовні конструкції повинні бути спілкувальними (де можливо). Слід класти увагу на принцип комунікативної орієнтації, необхідно визначати студентську спрямовану потребу в навчанні екскурсії та мовній діяльності. Ситуація та спілкування близькі та неофтимістичні один до одного, і в існуванні мови в деяких ситуаціях, ситуації повинні бути початком навчання. В методології, типові комунікативні ситуації функціонують як аналоги реальних ситуацій. Словом, основою навчання мови мовної діяльності повинні бути: спілкування, потреба в спілкуванні, можливість спілкування, практика спілкування (інтенсивна).

Многі науковці досліджують проблему інтерференції та феномен білінгвізму та бікультурності, вказуючи, що інтерференція може замовлятись і спонукати процес усвідомлення другого та наступніх мов. Причиною подібних міжгілінгвальних впливів є схожість мовних явищ, а також різноманітні особливості навчання мов, що включає гуманітарний, мовно-лінгвістичний та психологічний аспекти.

Однак у нашому випадку, коли навчається українською, а потім англійською (точніше в такому порядку), це може допомогти порівнювати і аналізувати мовні явища, розвивати креативну мислення. Навчальний керівник повинен робити увагу на такі моменти як: сильний прояв впливу родинної мови та інтермедіарної мови; загальний освітній рівень студентів підготовчої групи ("фонове" знання); способності та особистий досвід спілкування студента; ступінь мотивації, тощо. Коли пояснюють матеріал, слід враховувати відміну узрозуміння між студентською мовою, українською як мовою екзотичною, та англійською як якою-небудь інтермедіарною мовою. Багато помилок (приблизно половина із них) коли говорять інші мови, зроблені за упливом родинної мови, але деякі з них є в мові, яку вивчають. Соціокультурна методика, яка надає не лише мовну комунікацію, але й міжкультурну комунікацію, враховує цей факт. Коли формують правильну мову з погляду граматики, важливо контролювати його контент, уважати до сенсу передаємої інформації (то є, комунікативний рівень).

Оскільки навчання мови неможливе без звертання до культури, система методів та технік (інтегрований підхід) навчання англійської у групах з іноземними студентами не може не враховувати регіональний аспект, що розширює групових студентів, доповнюючи його знання [2; 3]. В разі читання різних текстів в класі, наприклад, про періоди року та погоду ("Seasons and Weather"), це здійснюється з метою додавати інформацію про періоди року не лише в Україні в Англії (або Америці), але і в Україні, а також порівнювати погоду і кліматичні умови країн, які представляють студентів групи. Це також відведено до багатьох інших тем ("Floor", "Education", тощо). Коли готують повідомлення на цих темах, студент має високу мотивацію, оскільки він володіє інформацією і знає тему обговорення. "Such
students, who are easily oriented in national characteristics, history, culture, customs of the two countries, civilizations, as a rule, show a higher level of English as a foreign language. They possess linguistic-socio-cultural competence – the ability to view language under the microscope of culture" [4; P. 195]. According to a number of scientists and methodologists (Passov E.I., Milrud R.P., Maksimova I.R., Shepeleva N.Yu., Gerasimchuk A.S., Trubitsina O.I., and others) [4; 5; 6; 7], communicative competence (consisting of three main types: linguistic, speech and sociocultural) implies not only an idea of the phonetic features of the language and knowledge of the lexical and grammatical foundations of the language system, but also the practical knowledge of a foreign language, which already belongs to another component of the communicative competencies - speech. At this stage, skills are developed to adequately, to the place (and in fact) use language structures and rules in specific situations (express one's thoughts, desire, intention, request), while using both linguistic and extra-linguistic forms of communication - facial expressions, gestures, movements, intonation ways of figurative expression. The third component of communicative competence (in the system of functional-communicative approach) is socio-cultural competence [8]. The purpose of using the linguistic-socio-cultural method (when teaching foreign students) is the desire to combine linguistic structures (phonetics, vocabulary, grammar) with extra-linguistic The system of exercises proposed in the manuals on the Ukrainian languages [9, 10] (including models of speech communication / etiquette; question-answer exercises in teaching dialogic speech, modeling the corresponding form of real communication; tasks for the production of oral topics, etc.) is, in our opinion, a methodologically adequate model of real communication. The principle of phasing of speech skills underlies the differentiation of types of exercises (training and communicative / speech). These exercises are ultimately designed to form, fix and polish the ability to navigate in natural situations of communication.

Methodological developments concerning the teaching of English at the preparatory faculty of O. M. Beketov National University of Urban Economy in Kharkiv are presented in the same direction. They include lexico-grammatical exercises and tasks, exercises related to translation, creative tasks aimed at building your own monologue statement (theme), developing dialogic speech, etc. Adjustments to education are also introduced by such a phenomenon as “adaptive quarantine”, the period of "quarantines" (two-three years ago), and now the learning process is complicated by wartime conditions in the country, in connection with which some part of the training often takes place remotely. Therefore, all material should be placed on the use of audio, video and interactive resources, while maintaining the basic skills that are still at the heart of any methodology (reading, writing, speaking and listening). Studying and learning on the learning platform "Teams" are very effective from this point of view. It make possible to demonstrate tables and texts, to listen, to learn and understand, to communicate ...

So, how can a practical lesson in a foreign language (in particular, English) take place? A practical lesson in a foreign language, which can be divided into several parts, includes: the development of speaking skills and the analysis of grammatical structures (usually, the beginning of the lesson is devoted to this); performing a written task and compiling dialogues on given topics; listening to an audio text (or a
text read by a teacher) followed by a task; consolidation and repetition of the material covered. An obligatory part of such a lesson is also working with text and performing lexical and grammatical exercises. In addition, some part of the lesson can be devoted to such an exciting type of learning activity as “Translation”, which will diversify and enliven the process of working in the classroom, bring interest to a somewhat monotonous and monotonous work with exercises. “Translation can be a good helper when teaching a foreign language. Not a single foreign language course can be started without the help of translation” [4; P. 195]. In addition, you can supplement the lesson with the task of translating conditional speech models and mini-texts into English and your native language. For example: “My uncle is an engineer. He works at the university. He gets up early in the morning” etc. Traditionally, students can easily cope with this task, since the topics “Family”, “Working Day”, etc. have already studied in the Ukrainian language classes. The teacher has the right to apply a combination, a complex of different methods (especially if the group includes students from different countries with different backgrounds and knowledge bases). Including within the framework of any method of teaching a foreign language, it is possible to use actively various types of testing during classes, which can also be divided into several types: grammatical - test work on a specific grammatical topic, tests based on choice: Grammar# Read the sentence: i didn ‘t….anything, it was too dark. Tick the suitable answer: /a) saw b) see c) seen etc.; lexical, controlling the assimilation and understanding of the studied material (Vocabulary # Match the verbs and phrases: to play, to ride, to use ... 1) ... the TV 2) ... a horse 3) ... football) and regional studies, designed to assess cultural knowledge, which will provide students the opportunity to participate in intercultural communication, even on studying «on-line».

At one time at the V.N. Karazin Kharkov National University a special course "Translation Technique" was taught to improve the quality of knowledge of foreign languages. Of course, in this case, we do not train translators or teachers of English, but it is quite possible to adopt the useful experience of teaching a foreign language and skillfully apply it (both in working with lexical and grammatical language tasks, and speech - texts and oral topics). Although it must be admitted that in modern realities, “translation” from the “Google to the Help” series is also indispensable in situations where communication is impossible. By the time foreign students study prepositions (prepositions: on, in, to, at, ...), they are already familiar with the prepositional-case system and verbs from the IPC and IGC in Ukraine course (Introductory Phonetic Course and Introductory Grammar Course). And the teacher just needs to pay attention to the difference in the use of the prepositions "in / on" and "at / to" “in / to", 'by', etc (for example, Prepositional, Accusative, Genitive, Instrumental cases): in winter (_взимку), in May (у травні), in 2023 (у 2023 році), this week (цього тижня), on the 6-th of September (_6-го вересня), on Friday (у п’ятницю), at 5 o’clock (у 5 годині); or in a static/dynamic expression: to be at the museum/to go to the museum; to stay at work/go to work; to be in the south/to go to the south; (butи на півдні/іхати на південь); to go by car/bus (іхати на машині/на автобусі (на чому?); He works at the hospital/ She goes to the University – Він працює в лікарні (де?)/ Вона йде до університету (куди?).
Focusing on the study of comparative forms of adjectives and adverbs, it seems very productive to compare the two language systems and draw parallels with Russian, as well as with the native language: *Today the water in the river colder than it was before/ January is the coldest month* – Сьогодні вода в річці холодніша, ніж раніше. Січень – найхолодніший місяць. It should be emphasized that such degrees of comparison as "good/good-better-best" or "bad/bad-worse-worst/worst" are also non-standard (an exception): *The weather is worse than it was yesterday/ The mother is the best person in the world* – Погода гірша ніж учора /Мама – найкраща людина у світі /[11].

"Negation" (negative forms) in English is easier for students to understand if we add to the usual explanation that there is a "double negation" in Ukrainian, but not in English: *I can do nothing/ We saw nobody* – Я нічого не можу зробити. Ми нікого не бачили. «A classic is something that everybody wants to have read and nobody wants to read» (Mark Twain). In other words, the speech models of the Ukrainian language are fixed at the lesson at the same time (in a new perspective for students), and the difficulties of perceiving any topic in English are removed. Reading and translating the statements of famous people, proverbs and sayings, creating game situations (in a certain part of working with the text in the classroom) allow the student to think analytically and figuratively (without translating literally), develop memory and logic. The study of the mentality of the country of the studied language, traditions and customs also contribute to the expansion of the student's horizons, often help to build grammatical constructions correctly and makes it possible to understand sayings, phraseological turns and humor. This work arouses genuine interest among foreign students. For example, for the topics “Seasons”, “Home”, etc., it is proposed to learn and translate the following proverbs / sayings: *Everything is good in its season* – Все добре у свій час; *A storm in a teacup* – Буря у склянці води; *East or West - the home is the best* – В гостях добре, а вдома краще/ [12]. The following statements and sayings are perfect for the topic “Degrees (levels) of Comparison”: *Better an egg today than a hen tomorrow* – Краще синиця в руці, ніж журавель у небі/ (the literal translation is: “Better an egg today than a chicken tomorrow”); *Better late than never* – Краще пізно ніж ніколи/; and others: *Every day is not Sunday* – Не все коту Масляна/ (or the literal version: “No every day is Sunday”); *Tastes differ* – Про смаки не сперечаються/.

The inconsistency of idioms in different languages, as a rule, often distorts speech and leads to misunderstanding of the content of expressions, causing difficulties in perception by foreign students. In other words, that is, it is necessary to take into account the difference in perception between their native language, Ukrainian and English as foreign, because it is well-known that they even think in the language of the country to which they belong.

Thus, an individual and multi-level approach to teaching a foreign (English) language with intensive teaching of Ukrainian language makes it possible to perform a difficult task - to teach a student the necessary skills that affect the worldview, value system, self-identification, the ability to think, the ability to compare and analyze. Various activities in the classroom help to create a foreign language environment, thereby overcoming the psychological language barrier among students. Applying traditional methods and integrating new areas of methodological, linguistic,
psycholinguistic and cultural studies, it is possible to model the information`s minimum that is necessary for adequate perception of a foreign text and foreign speech by students of preparatory faculties.

References: