

## **INTERCULTURAL APPROACH TO FOREIGN LANGUAGE LEARNING AS A FACTOR OF STUDENTS' PERSONAL DEVELOPMENT IN THE PROCESS OF FOREIGN CULTURE STUDYING**

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Positive intercultural interaction and positive changes aggravate cross-cultural communication problems in modern society, caused by contradictions between the values and lifestyles of different peoples. In this regard, the search for ways to transform cultural diversity as a factor hindering intercultural dialogue into a means of mutual understanding and enrichment, into a tool for the development of a socially active and independent personality, capable of being a full-fledged participant in the dialogue of cultures, is becoming more relevant in education. The purpose of the article is to compare the functions of speech activity and culture and show their close relationship; to demonstrate that the methodological meaning of this unity is that speech acts cannot be learned in isolation from culture, and intercultural learning is not just interaction with another culture, but the cultural development of the learner; to consider the intercultural approach peculiarity in learning a foreign language through cognition, evaluation, and comparison of the native culture with the culture of the nation whose language is studied. The research methodology consists of theoretical analysis and generalization of scientific

and methodological literature, which considers the basic principles, concepts, approaches to culture, and universal and cultural features in teaching foreign languages; synthesis of modern theorists' views, to demonstrate the importance of the intercultural approach in language learning and personality development. The authors consider the process of joint learning of language and culture, which involves not only the formation of intercultural competence as one of the results of language learning but also the acquisition of a linguistic and cultural picture of the world as the content of this process, as well as the formation of other competencies, abilities, and qualities of a multilingual, multicultural personality. The process of learning a foreign language can be seen as a unique potential for personal development. It is not only about the development of intellectual qualities that allow one to penetrate the mental space of people of a foreign culture and overcome their cultural isolation, but also about the rooting of value and semantic orientations that contribute to the successful self-realization of modern youth as cultural subjects in a multicultural space.

***Keywords:** foreign language teaching, higher education establishments, intercultural learning, unity of language and culture.*

**Problem statement.** Today, in the context of globalization, integration processes are actively taking place in the world. The modern globalizing world is characterized by the dynamics of cultural transformations (transitions). Different societies correlate different types of spiritual capital, which determines the worldview, self-determination, motives, and behaviour of different social formations. Ukraine's accession to the world community requires perfect knowledge of foreign languages. Without such knowledge, it will be impossible to join international cooperation, as a foreign language opens up a treasure trove of foreign cultures, and new lifestyles, allows understanding of a different mentality, to form young people who perceive themselves not only as representatives of one particular culture but also as citizens of the world, aware of their importance and responsibility in the global human processes taking place in Ukraine and the world. And in the context of these processes, there is a need to form in the future generation a respectful attitude to the spiritual values of other cultures, the ability to show tolerance towards its representatives, and readiness to promote international cultural relations and successful intercultural cooperation.

Mastering a foreign language is primarily associated with learning a culture. This involves not only the acquisition of cultural knowledge, such as cultural factors but also the formation of the ability and willingness to understand the mentality of native speakers of a target

language and their national characteristics. To communicate in a foreign language, it is necessary not only to persistently study the language, but also the cultural values of the society that uses this language, to gain a lot of additional knowledge that forms the basis of communication. Penetration into the culture of the people whose language is studied is penetration into the system of their perception of the world around them. Language, as a form of intellectual activity, covers all spheres of social life. The culture of peoples, social conditions of their lives, and language are inextricably linked, and therefore, both during the study of a foreign language and when communicating with representatives of other countries and nations, it is necessary to take into account all these important factors. Today, the thesis of the indivisibility of learning a foreign language and getting acquainted with the culture of the country whose language is studied, its history, sociocultural traditions, and peculiarities of the national vision of the world by the native speaker is generally accepted in the methodology of teaching a foreign language.

**Recent research and publications analysis.** The analysis of philosophical, cultural, psychological, and pedagogical literature gives grounds to state the constant growth of attention to the cultural problems of education and upbringing as a result of systemic and multisystemic consideration of the relationship between education and culture. In today's globalized world, there has been a significant increase in cross-cultural contacts: virtually everyone has an opportunity or obligation to interact with cross-cultural individuals and groups. "Teaching culture in foreign language courses and developing the intercultural communicative competencies of the students is a very topical area of research all over the world" [15]. The main principles, concepts, approaches to culture and universal and cultural specifics in teaching foreign languages are analyzed in the works of many scholars, namely E. Hinkel [8], D. Atay, Kurt G. Gokce, Z. Çamlıbel, P. Ersin, Ö. Kaşlıoğlu [1], L. Sun [16], A. J. Moeller, K. Nugent [13], G. Kovács, [10], J. Llull, A. Palacios, S. Ulkuniemi [12], Mohamed Gedeir Brahim, [2], L. Sun, [17]. Foreign language training in the process of intercultural integration requires appropriate organization of the educational process according to Bo Jiang, Li Liu, Ziwei Guo, Yufei Wang [3]. In linguistics, the problem of co-learning languages and cultures is the focus of scientists, methodologists, and teacher-practitioners due to a large number of studies on the intercultural

communication and dialogue of cultures. The issues of interaction of cultures and intercultural communication are considered in the works of G. Obilișteanu, B. Niculescu [14], L. Holubnycha, I. Kostikova, O. Leiba, S. Lobzova, R. Chornovol-Tkachenko [9], Bo Jiang, Li Liu, Ziwei Guo, Yufei Wang [3], V. Chornous [4], Anthony J. Liddicoat [11], J. Llull, A. Palacios, S. Ulkuniemi [12].

**Aim of the article.** The article aims to analyze the peculiarities of the intercultural approach to learning a foreign language through the knowledge, appreciation, and comparison of the native culture and the culture of the country of the target language; to demonstrate the close interrelation of speech activity and culture; to prove that the methodological meaning of this unity is that the functions of speech acts cannot be learned in isolation from the functions of culture, and intercultural learning in the context of globalization is not just interaction with another culture, but the cultural development of the learner.

**Main research material.** The globalized nature of the modern world determines the intersection of life and the cultural meanings of both individuals and civilizations. In the civilization dimension, the problems of communication of cultures of different peoples and communities, including the problem of their coexistence in a single world space, acquire a special status. “We need cultural awareness and cultural competence to relate with empathy to different cultures, with different values and mindsets, rituals and traditions, as well as with different ways of communication” [7]. Learning a foreign language is the main prerequisite for achieving adequate mutual understanding between interlocutors belonging to different cultures. A foreign language is taught not only as a means of communication, and obtaining additional information, but also becomes a means of discovering a different cultural world, comprehending the complexity and versatility of the native language and national culture, national dignity and equality, a means of public education, personal development, individual cognitive abilities, social opportunities, cultural needs. “Educational systems face various challenges: globalization, the fourth industrial revolution, a global recession, and global mobility” [16]. Changes in the socio-cultural context of learning foreign languages in European countries and the recommendations of the Council of Europe on language education have defined a new social order of society in the field of education, in

particular in the acquisition of foreign languages, which involves not only learning to communicate in another language but also the formation of a personality at the intersection of cultures, ready for intercultural communication and ability to effectively resolve intercultural misunderstandings and conflicts. This means that to successfully participate in the dialogue of cultures, students must be aware of the common and distinctive features of their native and foreign cultures.

Thus, the relevance of the topic under study is due to the need to apply a cultural approach to the study of foreign languages, to improve this process and enhance its quality in connection with the processes of globalization and the need to create favourable conditions for personal development, socialization in an environment characterized by the presence of people of different nations and cultures, and the integration of cross-cultural knowledge as a communicative component in the content of education.

Foreign language learning in the process of intercultural integration requires appropriate organization of the educational process. This, in our opinion, is the process of intercultural learning. The study of this problem allows us to conclude that the most adequate is the definition of intercultural learning provided by the European Federation for Intercultural Learning as “a new learning situation in which the student is helped to see differences and realize them not just as obstacles and deviations from established norms; a situation in which each culture is explained in the context of another in the process of self-knowledge and understanding during their interaction. Such a process should involve students both mentally and emotionally” [5].

The intercultural approach is based on the fact that different structurally related or similar cultures interact. This feature is characteristic of this approach. At the same time, the culture of the people whose native language is being studied deserves priority attention, but the considerable emphasis is also placed on the study of the peculiarities of the native culture of the students, the ability to talk about them using a foreign language, as well as the ties that exist between the two peoples and their cultures. An integral element of this approach is the combination of cultural features of the people whose language is studied and the native culture of the students.

The issue of intercultural learning is especially relevant for Ukrainian society today. Intercultural learning is not just interaction

with another culture, but the cultural development of the learner. The process of intercultural learning is based on the effectiveness of interaction with another culture, awareness of one's own, and the search for new ways of coexistence and collaboration with other cultures. Since intercultural learning cannot be a constant and necessarily harmonious process, foreign language teachers of higher educational establishments in Ukraine need to pay attention to the fact that the interaction of two cultures with different value systems often causes conflict. The nature of this conflict is the failure to resolve many difficulties. Among them, it is necessary to mention the different attitudes to many values inherent in a particular culture. Intercultural learning is a two-way process that requires knowledge of others and, accordingly, of one's own. Such learning helps us to feel and understand someone else's cultural identity, and therefore to better understand our own. If we understand others, we will understand ourselves. Therefore, intercultural learning can be defined as the development of the student's ability to recognize foreign cultural phenomena and analyze them in comparison with their own culture to improve the ability for intercultural communication.

Intercultural learning means awareness of the orientation systems of other cultures and reflection on the orientation system of one's own culture. Therefore, intercultural learning is seen as a process of discovering, developing, appreciating, and accepting differences. Only when there is interaction with another culture, which results in the awareness of cultural differences, one can understand one's own culture.

Imagination and understanding of culture become possible when a person encounters another culture. The next step in this process is not to ignore this culture, which is perceived as threatening, because it explores new possibilities that have not been discovered in one's own culture. The intercultural approach is based on the systematic comparison of equivalent areas of one's own and foreign cultures. At the heart of this process are comparison, understanding, interpretation, and hypothesis-building about language forms in specific content. D.K. Deardoff states that "in approaching education from an intercultural paradigm, students not only develop broad knowledge but learn to critically analyze, evaluate and relate to cultural themes and experiences" [6].

The main techniques of intercultural learning are designing and creating situations in which the interaction of cultures takes place. The foreign language lesson should become a place of cultural interaction, during which the student develops the ability to perceive,

compare and evaluate different cultures. The result of intercultural learning is intercultural understanding and intercultural competence, which facilitates smooth verbal and non-verbal communication between representatives of different countries. Therefore, the intercultural approach to teaching foreign languages in non-linguistic education should be considered as a dialogue between the culture of the country whose language is studied and the culture of the native country, including one's own. A foreign language teacher should be able to organize the educational process in a modern higher educational institution taking into account these aspects. The main task of teaching foreign languages should be considered the formation of students' ability, readiness, and desire to participate in intercultural communication. The fulfilment of this task is provided by activities aimed at the development of the multicultural and multilingual linguistic personality of the student. Thus, the dialogue of cultures is the most favourable form of existence and interaction of native and foreign languages in the educational and human space. The use of such methods as the method of problem situations, project work, the method of cross-cultural training, and research work contributes to the cultural and national identity of students, the development of the ability to perceive the norms and values of another culture, the creation of specific situations and appropriate strategies of action in situations of intercultural communication. Such methods allow us to compare two or more cultures, focus on the general difficulties of the communication process and individual cases of intercultural communication, and prepare for contact with other cultures. By modelling problematic situations that reflect the cultural and social phenomena and experiences of the people, we encourage students to think and critically evaluate the phenomena of everyday life of society, to consciously choose their position and appropriate behavior. Thus, we prefer dialogue, cooperation, problem-search, and individualized games among the teaching technologies. They best convey ethnocultural information and social experience, strengthen the sense of collective "we", and develop the culture of interpersonal communication, social and perceptual abilities, and ethnonational identity. Blogs, brochures, calendars and timetables, indicators, signs, maps, menus, weather reports, letters, stories and poems, student diaries, essays, newspaper and magazine articles, newsletters, novels, and interviews may be suggested to meet the cultural objectives of using authentic materials, as well as conversations,

talk shows, advertisements on television, radio, video clips, film fragments, situational animated films, television shows dealing with well-known topics, full-length films, radio and television programs that facilitate the perception of foreign language information and help students to expand their capabilities. The Internet acts as an information and intercultural environment that allows the user to immerse into the culture of a particular country. The interaction of the educational institution with cultural, artistic, youth, and political organizations in the native city, as well as the establishment of links with educational and cultural institutions abroad enables the organization of a unified educational space in which native and foreign cultures are included in the real life of the students, developing cultural and creative skills and activating their social position. The students can develop their cultural and creative skills and activate their social attitudes. Today, the priority development of education is the humanization and spiritual and moral education of the individual. Thanks to the emergence of the humanistic paradigm in education, value orientations have changed. A free, developed, and educated person, capable of living and creating in a constantly changing world, is recognized as having the greatest value.

The modern higher school faces the tasks associated with the creation of conditions for the intellectual and spiritual and moral development of the student, fulfilment of each student's need for self-education, self-education, and self-development. In this regard, a foreign language has great educational and developmental potential. In modern foreign language teaching the main emphasis is made on the development of communication skills, on the formation and increase in the levels of communicative and intercultural competence. Achieving intercultural competence as the ability of an individual to understand his/her own culture and its connection with other cultures (i.e., to identify his/her belonging to a certain linguo-ethno-cultural community), to interact adequately and effectively with partners in communication belonging to other linguo-ethno-cultural communities can help in developing students' intercultural awareness and intercultural skills and abilities.

**Conclusions.** The cultural potential of a foreign language can be successfully realized by including a cultural and linguistic personality in the context of language and culture learning in activities that require the mobilization of knowledge from all academic subjects and the use of one's personal life experience to solve problem situations of intercultural communication. Then the whole process of learning a foreign language is



oriented to a specific addressee as a subject of the polylogue of cultures. This creates favourable conditions for the development of a student's awareness of the differences between cultures, and tolerant attitudes to different cultures, which helps to awaken in them a sense of pride for their country, people, and culture. The intercultural component in the content of language training contributes to the formation of students' understanding of the dialogue of cultures as the only possible philosophy of existence in modern multicultural communities, which is characterized by ethnic, racial, social, and religious tolerance towards representatives of other cultures. Learning a language through understanding the combination of native and foreign cultures is a promising area not only in pedagogy but also in linguistic and cultural studies and requires further research to find methods and opportunities to realize the main objectives of education.

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## **МІЖКУЛЬТУРНИЙ ПІДХІД ДО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ЯК ФАКТОР ОСОБИСТІСНОГО РОЗВИТКУ СТУДЕНТІВ У ПРОЦЕСІ ПІЗНАННЯ ІНШОМОВНОЇ КУЛЬТУРИ**

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Міжкультурна взаємодія та постійні зміни загострюють проблеми міжкультурної комунікації в сучасному суспільстві, спричинені протиріччями між цінностями та стилями життя різних народів. У зв'язку з цим актуалізується пошук шляхів перетворення культурного розмаїття з чинника, що перешкоджає міжкультурному діалогу, на засіб взаєморозуміння і взаємозбагачення, на інструмент розвитку соціально активної і незалежної особистості, здатної бути повноцінним учасником діалогу культур. Мета статті – порівняти функції мовленнєвої діяльності і культури та показати їх тісний взаємозв'язок; продемонструвати, що методологічний сенс цієї єдності полягає в тому, що мовленнєві акти не можуть бути засвоєні у відриві від культури, а міжкультурне навчання – це не просто взаємодія з іншою культурою, а культурний розвиток того, хто навчається; розглянути особливості міжкультурного підходу у вивченні іноземної мови шляхом пізнання, оцінки та порівняння рідної культури та культури народу країни, мова якої вивчається. Методологія дослідження полягає в теоретичному аналізі та узагальненні науково-методичної літератури, в якій розглянуто основні принципи, концепції, підходи до культури, універсальні та культурні особливості у викладанні іноземних мов; синтезі поглядів сучасних учених, з метою продемонструвати значення міжкультурного підходу у вивченні мови та розвитку особистості. Наукова новизна полягає у розгляді процесу спільного вивчення мови і культури, який передбачає не тільки формування міжкультурної компетенції як одного з результатів навчання мови, а й набуття мовної і культурної картини світу як змісту цього процесу, формування інших компетенцій, здібностей і якостей полікультурної особистості. При цьому ознайомлення студентів із новим способом мовного спілкування і з культурою народу, мова якого вивчається, починається з вивчення особливостей рідної культури. Автори дійшли висновку, що процес вивчення іноземної мови можна назвати унікальним потенціалом для розвитку особистості. Йдеться не тільки про розвиток інтелектуальних якостей, що дозволяють проникнути в ментальний простір іншого народу і подолати свою культурну ізоляцію, а й про вкорінення ціннісно-сміслових орієнтацій, які сприяють успішній самореалізації сучасної молоді як суб'єктів культури в полікультурному просторі.

**Ключові слова:** *викладання іноземної мови, єдність мови і культури, заклад вищої освіти, інішомовна культура, культурологічний аспект, міжкультурне навчання.*

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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