

requires instructors to determine the specific goals they hope to accomplish. In general terms, cases can assess the application of concepts to complex real world situations, including building analytical skills that distinguish high priority from low priority elements. Students will need clear instructions on what their responsibilities are in preparing in class. The grammar and new vocabulary should be studied and discussed beforehand. Case teaching allows to study not only professional oriented topics but also helps to improve language skill.

Key-words: case-study, method, kinds of cases, a higher education system, resource of information.

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**THE ROLE OF CROSS-CULTURAL APPROACH TO FOREIGN
LANGUAGES TEACHING IN THE PROCESS
OF FUTURE FOREIGN LANGUAGES TEACHERS'
COMMUNICATIVE CULTURE FORMATION**

Nowadays there are a lot of political, economical and cultural connections between countries of the world. These connections stimulate the process of communication between people, who belong to different cultures. This process is called cross-cultural communication. It influences many spheres of people's lives. Of course, the participants of the process want it to be effective and successful, which depends on many factors, and communicative culture is among them. Many Ukrainian, Russian and foreign linguists study the problem of cross-cultural communication. Borysko N., Fedicheva N., Galskova N., Myloserdova S., Stepykina T., Ter-Minasova S., Brown H. Douglas, DeVito Joseph A., Ronald B. Adler are among them.

The goals of this article are:

- To characterize the process of communication and to give the definition of communicative culture;
- To show the necessity of cross-cultural approach to foreign languages teaching and to analyze how this approach influences the process of future foreign languages teachers' communicative culture formation.

Communication takes place when a person sends or receives messages with special meaning. The participants of the process of communication depend on each other. What one person says influences the other person's answer. There are some theories which are connected with the process of

communication [1, p. 5]. Early theories considered the communication process as linear. According to this point of view the speaker speaks and the listener listens. When the speaker finishes speaking, the listener is speaking. As we see, the process of speaking and the process of listening were considered as taking place at different times: when the person spoke, he didn't listen and when the person listened, he did not speak.

The next model, which occurred after the linear theory, was interactional view. According to this theory, the process of speaking and the process of listening were still seen as separate acts which could not be done at the same time by the same person. One person speaks while another one listens and then the second person speaks in response to what his interlocutor has said and the first person listens.

The third theory, which is accepted nowadays, is the transactional view. According to this theory each participant is a speaker and a listener at the same time. When a person sends messages he also receives them from his own communications and from the reactions of his interlocutor. Speaking and listening are considered as interdependent. If changes occur in any one element, they produce changes in the other elements.

Successful process of communication depends on many factors, and communicative culture is among them. Communicative culture is the person's ability to communicate effectively with the participants of communicative process. The formation of future foreign languages teachers' communicative culture plays a special role in the educational process, because future teachers of foreign languages teach not only a foreign language, but also a foreign culture. Communicative culture of future foreign languages teachers consists of three components. They are: an individual component, a cross-cultural component and a professional one. The individual component expresses the peculiarities of interpersonal communication; the cross-cultural approach expresses the peculiarities of cross-cultural communication, and the professional component expresses the peculiarities of pedagogical communication. The topic of our article is connected with cross-cultural component, so, let's analyze the necessity of cross-cultural approach to foreign languages teachers in the process of future teachers' communicative culture formation.

There is a variety of cross-cultural situations and people need the skills both in a foreign language and culture if they want the process of cross-cultural communication to be effective. Language and culture are important parts of cross-cultural communication, because they are intertwined. «Language is a system of communication by written or spoken words, which is used by the people of a particular country or area» [2, p. 789]. «Culture is the ideas, beliefs and customs that are shared and accepted by people in the society» [2, p. 330]. «The word culture refers to the lifestyle of a group of people; their values, beliefs, artifacts, ways of behaving and ways of communicating. Culture includes everything that members of a social group have produced and developed – their language, ways of thinking, art, laws,

and religion – and that is transmitted from one generation to another through a process known as enculturation» [3, p. 247].

Culture is the part of communication and whenever the person sends a message he also sends at least some cultural content. This content can be found in the words themselves, in the way they are said or in the non-verbal signals that accompany them. The person learns the values of his culture through the teaching of his parents, religious institutions and people of the same age, government agencies, schools and media.

Speaking about cross-cultural communication, we can consider its different types. Some of them are: [1, p. 249]

- Communication between cultures – for example, between French and Norwegian.
- Communication between races – for example, between African Americans and Asian Americans.
- Communication between ethnic groups – for example, between Italian Americans and German Americans.
- Communication between people of different religions – for example, between Roman Catholics and Muslims.
- Communication between nations – for example, between Chinese and Italians.

In the process of communication people use verbal and non-verbal communication styles. Different cultures have different verbal languages and non-verbal styles. Some non-verbal behaviors have different meanings from culture to culture. American educators Ronald B. Adler and Neil Towne give the following example. The «okay» gesture made by joining thumb and forefinger to form a circle is a cheery affirmation to most Americans, but it has less positive meanings in other parts of the world. In France and Belgium it means «You're worth zero» [3, p. 238]. Communicators have to be tolerant towards others, because «unusual» non-verbal behaviors are the result of cultural differences. Of course, there are the common things between languages and cultures in verbal and non-verbal styles of communication. Nevertheless, different cultural norms of verbal and non-verbal behavior make the potential for cross-cultural misunderstanding great.

When a person faces a foreign culture in the process of cross-cultural communication, the degree of acceptance of this culture depends on some issues. First of all, it is the similarity of two cultures. If the native culture is similar to the foreign one, people become acculturated more easily. This process also depends on people's personal qualities. If a person is easy-going, flexible and likes to take risks, he has greater acculturation potential. Besides, young people as well as educated people become acculturated more quickly than older and less educated people do. What is more, the previous knowledge of the foreign culture is also relevant. If people know at least some facts about the foreign culture they accept this culture more easily than those who know nothing about it.

Each person sends messages from his specific and unique cultural context. That context influences what a person says and how he says it. Culture influences all aspects of person's communication experience. And vice versa each person receives messages from his interlocutor through the things imposed by his own culture. These filters influence what the person receives and how he receives it. As a result, misunderstanding takes place in the cross-cultural context even if the people speak the same language.

We think the reason for such misunderstanding is the following: people do not know the peculiarities of each other's culture. Culture forms and influences people's attitudes to different things, general world view, ways of thinking and living. Sometimes people misunderstand each other even if they use the same language in the process of communication. According to Josef A. DeVito the reasons for this misunderstanding can be the following: [1, p. 112]

- When speakers belong to different cultures, but speak the same language, they speak it with different aspects. This means that they can put different meanings into the same messages.

- Different cultures prefer to use different styles in the process of communication. These styles are direct and indirect. The following expression can express the idea of a direct style: «Say what you mean and mean what you say». As for the main idea of an indirect style, it emphasizes the importance of public image rather than truth. Of course, if speakers prefer different styles, misunderstanding can take place.

- When people communicate, they use not only verbal, but also nonverbal messages. This usage can also cause some problems, because people from different cultures have different ideas about nonverbal communication. The representatives of different culture may give different meanings to the same nonverbal messages. The behaviour which is appropriate in one culture may be inappropriate in another.

- Another problem can occur because of feedback. To give direct and truthful feedback is appropriate in some cultures. In other cultures it is more important to be positive than to be honest.

- It happens that interlocutors, who use a foreign language, make mistakes: they use ungrammatical sentences, omit elements of sentences or add something unnecessary etc. This may make it difficult for the listener to understand the meaning. Dialogues between foreigners are full of hesitations, pauses, uneven intonations which may make the conversation difficult.

There are two possible barriers in the process of intercultural communication: the language barrier and the cultural barrier. The phonetic, grammar or lexical mistakes can be forgiven by the native speaker, because he understands that the process of acquisition of foreign language is hard. But as for the cultural mistakes it is better not to do them, because they can not be forgiven by the native speaker so easily. This happens because the differences between languages are more noticeable than the differences between cultures. Each person used to live according to the beliefs, values, mental processes etc.

of his culture. As a result he thinks that people all over the world have the same beliefs, rules of behavior, points of view.

Thus, it is not enough to know only grammar, lexical, phonetic levels of a foreign language. If people want to be successful interlocutors they also have to know facts about foreign culture. It is very important, because differences between cultures are not so noticeable as differences between languages.

The knowledge of cultural peculiarities can be formed in the process of foreign languages teaching, because each lesson of a foreign language is the crossroad of cultures. Students are supposed to study the native speakers' world: their customs, ways of life and thinking, rules of behavior, etc. It is necessary, because the real usage of the words depends on cultural knowledge. It is very important to know what to say and do and how the native speakers will react. The main goal of foreign languages teaching nowadays is to form students' ability to communicate efficiently with the native speakers using a foreign language. So, the cross-cultural approach to foreign languages teaching is one of the most important demands of the third Millennium. American educator Douglas Brown gives the teachers the following advice: «Whenever you teach a language, you also teach a complex system of cultural customs, values and ways of thinking, feeling and acting» [4, p. 25]. So, the modern lesson of a foreign language has also to be the lesson of a foreign culture.

Sometimes it is not easy for the teachers of foreign languages to choose those components of culture which should be taught. According to Ter-Minasova S. G., first of all students should be given information about traditions and customs. The next elements of culture that should be learnt by students are peculiarities of people's everyday life and behavior. These aspects reflect norms of communication which are accepted by native speakers, show their habits, peculiarities of verbal and non-verbal communication. Students also should know information about foreign arts: literature, music, painting etc. [5, p. 22]

Cross-cultural approach to foreign languages teaching will influence the formation of future foreign languages teachers' communicative culture formation, because with the help of it cross-cultural component of communicative culture can be formed.

Of course, it is a very hard task to form the students' ability to use a foreign language as a strong communicative tool. The teachers need new methods and techniques, new approaches to foreign languages teaching. Nevertheless, the systematic study of culture is not included in the foreign languages courses today. This situation can be explained. First of all, teachers often do not have enough time to prepare cultural material, because the curriculum is overcrowded. And some teachers are afraid to give the information about foreign culture, because they do not know many facts about it. Besides, some students have negative attitude to the culture that differs from their own, because each person used to live according to the peculiarities of his culture and thinks that only they are correct. In order to solve these problems, we think the teachers may want to do the following:

- help students find differences and common things between their native culture and the foreign one;
- remember, that the role of the teacher is not to impart facts about foreign culture, he has to help students make sense out of the information about culture in the process of foreign languages studying;
- explain students that the culture of each country has to be respected, because the peculiarities of all cultures were formed by many factors: historical events, geographical position etc. and there are no «good» or «bad» cultures;
- include among their techniques kinds of activities which illustrate the peculiarities of a foreign culture.

In this article we characterized the process of communication and gave the definition of communicative culture. We also showed the necessity of cross-cultural approach to foreign languages teaching and analyzed how this approach influences the process of future foreign languages teachers' communicative culture formation. We can make a conclusion cross-cultural approach to foreign languages teaching plays an important role in the process of future foreign languages teachers' communicative culture formation, because with the help of this approach the second component (the cross-cultural one) of future foreign languages teachers' communicative culture can be formed.

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Ясько О. М. Роль міжкультурного підходу до викладання іноземних мов у процесі формування комунікативної культури майбутніх учителів іноземних мов

Автор статті аналізує необхідність використання міжкультурного підходу до викладання іноземних мов у процесі формування комунікативної культури майбутніх учителів іноземних мов. У структурі комунікативної культури майбутніх учителів іноземних мов виділяється три компоненти: індивідуальний, міжкультурний та професійний. Використання міжкультурного підходу сприяє формуванню другого компоненту комунікативної культури.

Ключові слова: комунікативна культура, міжкультурний, майбутні учителі іноземних мов, формування, підхід.

Ясько Е. Н. Роль межкультурного підходу к преподаванню иностранных языков в процессе формирования коммуникативной культуры будущих учителей иностранных языков

Автор статьи анализирует необходимость использования межкультурного подхода к преподаванию иностранных языков в процессе формирования коммуникативной культуры будущих учителей иностранных языков. В структуре коммуникативной культуры будущих учителей иностранных языков выделяется три компонента: индивидуальный, межкультурный и профессиональный. Использование межкультурного подхода способствует формированию второго компонента коммуникативной культуры.

Ключевые слова: коммуникативная культура, межкультурный, будущие учителя иностранных языков, формирование, подход.

Yasko E. N. The Role of Cross-Cultural Approach to Foreign Languages Teaching in the Process of Future Foreign Languages Teachers' Communicative Culture Formation

The article is devoted to the usage of cross-cultural approach to foreign languages teaching and its role in the process of future foreign languages teachers communicative culture formation. The author gives the definition of communicative culture and mentions the components of future foreign languages teachers' communicative culture. They are: an individual component, a cross-cultural component and a professional one. The individual component expresses the peculiarities of interpersonal communication; the cross-cultural approach expresses the peculiarities of cross-cultural communication, and the professional component expresses the peculiarities of pedagogical communication. Cross-cultural approach to foreign languages teaching can help students behave correctly when they communicate with the representatives of foreign countries. The author makes a conclusion that cross-cultural approach to foreign languages teaching plays an important role in the process of future foreign languages teachers' communicative culture formation, because with the help of this approach the cross-cultural component of future foreign languages teachers' communicative culture can be formed.

Key words: communicative culture, cross-cultural, future foreign languages teachers, formation, approach.

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