

LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION

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Annotation. Language is a human communication method or the system through which two people interact. It is used in a particular region or community, for imparting a message, to each other, with the use of words. Language interacts with every other aspect of human life in society. It can be understood only if it is analyzed through its relations with the society. It is a working system of communication in a definite period and in a certain community. Language is used as the product of the community's past and the source of its future development.

Keywords: language, cultural reality, cross-cultural communication.

Currently, there is an active process of economic integration between countries. This process is facilitated by rapidly developing information technologies, the creation of global and regional organizations (World Trade Organization – WTO), the creation of organizations that solve such problems as: preserving the environment, protecting human rights, etc. Globalization of business makes people from different countries work according to the international standards.

By studying and improving business English, students not only increase their vocabulary, but also acquire free communication skills with foreign partners. They learn the culture of communication in business, learn the culture of other countries, and learn the diversity of the global business environment.

The main requirement for a modern specialist is an ability to make a decision in the field of his professional activity, which is based on: the search for information, its analysis, as well as an ability to present a decision verbally or in writing in accordance with communication standards. In this way, training becomes focused. Its main goal is to teach

students to perform both logical and communicative tasks that can form the basis for doing successful work.

Improving business communication skills is achieved primarily through the collective work of students, i.e. role-playing and discussion of problems in pairs or small groups, organized by the teacher.

It is well known that the collective work of students, i.e. their participation in role-playing games, discussions, debates, business situations (cases), increases their interest in learning the language, helps to create an atmosphere of genuine communication in the classroom. The purpose of the above types of communication activities is to prepare students for an active use of specific language skills, such as: conducting interviews, meetings, presentations, negotiations, etc. in various business situations. Discussion of the problem in small groups involves providing students with contextual framework (tasks) within which they can more deeply express their opinions, make judgments, and make comments.

By collecting and analyzing information, expressing their own judgments, putting forward arguments confirming the correctness of their judgments, drawing conclusions, students learn to communicate.

Such work has several advantages. On the one hand, it promotes an active use of the English language as a mean of transmitting your own thoughts, information, and ideas. In this case, students rely on previously acquired knowledge in the field of language and subject of discussion. On the other hand, such collective work pushes students to a deeper study of the problem, to a deeper study of their specialty.

The primary task of the teacher is to encourage the communication process, thus contributing to the development of interest in the language and chosen specialty. The importance of the collective work of students is emphasized by the fact that cooperation in determining the problem and its

solution helps students to learn more effectively in the framework established by the situation or role-playing game. The teacher is a part of this process. His role turns mainly into the role of observer, assistant or adviser, if necessary [1, p.224].

Without imposing his point of view, the teacher directs the work, attracting as many students as possible to express their opinion about the problem, sometimes limiting the time of speech in order to give a word to each student. The teacher supports the discussion of problems by asking questions, giving time to think, suggesting alternative options or obviously wrong solutions, thus provoking a more active exchange of views.

The teacher should use a methodology that, on the one hand, helps to focus on improving the effectiveness of communicative work, and on the other hand, correctly identifies and selects the most suitable material for training.

As an experience of the last decade shows, for successful cooperation between people speaking different languages, it is not enough just to learn a language. It requires not just knowledge of a foreign language, knowledge and understanding of the underlying culture, habits, traditions, lifestyle of people speaking another language is required. The strangenesses of the incomprehensible life of strangers should not be of interest to themselves, but as a step towards the study of their character.

Anyone who first begins to learn a foreign language knows: it is much easier to remember words than to realize that they can be combined and controlled according to completely different rules than ours. The grammatical structure of the native language gravitates over everyone as the only, universal model.

This to a large extent applies to national characteristics, i.e. to the “grammar of life” of one or another nation. And it is the most difficult to

study. Sometimes we cannot understand each other, because we are trying to substitute the equivalents of foreign words in the grammatical formulas of our language.

When teaching a language, it is necessary to reveal life beyond the language. Each foreign word is a conflict of cultures, a crossroads of cultures. There is a suggestion of psychologists that in the process of communication, verbal communication directly carries only 7% of information, 37% – phonetics, timbre, intonation, 56% – non-verbal communication (gestures, appearance, facial expression.). These data once again confirm the need to study culture, traditions, and the behavior of the people of the country of the language being studied [2, p.12].

In order to get to know a foreign country, it is important, first of all, to overcome the habit of “measuring with your own arshin”, approaching other people with your own standards. You need to accustom yourself from the questions “how?” to go to the questions “why?”

The correlation of language and culture is inextricable. A language without culture does not exist. Culture is dying, language is dying. Language is a mirror of culture.

Between language and the real world is our consciousness. We look at the same world, but we see it differently, depending on the language we speak.

Language, in turn, is the guardian of culture, the past. It seems to have its own memory. Language is also an instrument of communication.

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