

**E.I. Filonchik**

**SOCIOCULTURAL ASPECT IN THE PROCESS  
OF TEACHING A FOREIGN LANGUAGE IN A NONLINGUISTIC UNIVERSITY**

**СОЦИОКУЛЬТУРНЫЙ АСПЕКТ ПРИ ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА  
В НЕЯЗЫКОВОМ ВУЗЕ**

Статья раскрывает некоторые способы реализации социокультурного подхода при обучении иностранным языкам в неязыковом вузе. Рассматривается необходимость отбора материала для формирования лингвистической и коммуникативной компетентности студентов с учетом социокультурного компонента.

Ключевые слова: социокультурное образование, межкультурное общение, культурный конфликт, социокультурный подход, социокультурная компетентность.

The article reveals some ways of implementation of sociocultural approach when teaching a foreign language in a nonlinguistic university. The necessity of takeoff of material for the development of students' linguistic and communicative competence in the light of sociocultural component is regarded.

Keywords: sociocultural education, cross-cultural communication, cultural conflict, sociocultural approach, sociocultural competence.

БНТУ, Минск, Беларусь.

**N**owadays the relevance of all issues related to culture has acquired an unprecedented sharpness. In recent years, social, political and economic shocks of a global scale have led to an unprecedented migration of peoples, their resettlement, resettlement, confrontation and confusion, which, of course, leads to a cultural conflict.

At the same time, scientists and all the progressive strata of society are looking for new types and forms of communication for greater mutual understanding, effective dialogue of cultures, tolerance and respect for the culture of communication partners. Thus, the issues of intercultural communication have obtained great importance when studying a foreign language. The postulate on the necessity to learn a foreign language in indissoluble connection with the culture of its bearers has long been perceived in the teaching of foreign languages as an axiom.

Language is a symbolic structure that unites and preserves all the achievements of a given society in a coded form reflecting a special attitude of the people-bearer. At the same time, language is a product of culture, a part of culture and a condition for the existence of culture. Language and culture are the main codes through which people communicate. Language and cultural codes vary from one people to another. At the beginning of the 21st century, realization of successful communication of representatives of different countries largely depends on the adaptation to «foreign codes» as well as on interest in them. Modern civilized people tend to be aware of the interconnection, the integrity of the world and the need for intercultural cooperation of peoples. Various aspects of culture such as lifestyle, mentality, national character, value system and beliefs play an important role in the field of intercultural communication.

Only comparative study of languages and cultures can make it possible to understand their essential features. The language barrier is obvious whereas the cultural barrier becomes clear only when the native culture compares to other culture different from it. Cultural errors are perceived much more painfully than language errors. Differences of cultures are not generalized into sets of rules as distinctions of languages. Therefore, when teaching foreign languages it's important that two sides are taken into account as is done in France, for example, where for many years there has been the practice of giving parallel courses: one is by the native speaker of the language being studied, and the other is by speaker of the mother tongue. This allows obtaining a more complete and multifaceted knowledge of the culture of the country the language of which is to be studied.

Today, the methodologists regretfully acknowledge the fact that there are certain problems in the practice of teaching foreign languages. Realistic goals of intercultural communication in various conditions have not been set, the volume of the socio-cultural component of teaching a foreign language as well as the content of a native culture that must be learned in the study of a foreign language are still vague.

There are a number of difficulties in teaching intercultural communication. In particular, it is a barrier in the understanding of a foreign interlocutor in the culturological sense, as due to his native culture a student has his own vision of the world. This is particularly evident in the study of idiomatics. Proverbs and sayings of the studied language are not fully understood by students. Through idioms which reflect either a positive or a negative evaluation of certain qualities, one can judge about ethnic norms and rules of social behavior in society. Consequently, the combination of elements of native and foreign culture is a prerequisite for achieving the goal of teaching a foreign language, namely, to develop students' intercultural competence.

In order to make the process of interaction between the two individuals, that is, the two mentalities, successful, it is necessary to teach students to interpret different values and comprehend the reality of a foreign country. They should also be able to determine what opinion of the native culture was made by a representative of another culture as well as to understand the funny in the culture of the studied language and accept new knowledge in a foreign culture for a deeper knowledge of their own.

Therefore, to feel at home in a global world, a student has to obtain a number of competences from professional ones in technology and science to foreign language competences. Foreign language knowledge helps understand your own language, improves intercultural communication, gives access to foreign scientific literature, and opens doors to international education and understanding of other people.

### Литература

1. Латыпова Л. Р. К вопросу об использовании ролевых игр при обучении иностранному языку на начальном этапе // Проблемы обучения иностранным языкам на неязыковых факультетах и общие вопросы языкового образования: материалы региональной научно-практической конференции. Бирск, 2008. С. 142.
2. Бочарова А. С. Важность развития социокультурной компетенции студентов неязыковых вузов // Интерэкспо Гео-Сибирь. 2014. Т. 6. № 2. С. 45–48.
3. Шацкая А. В. Роль и место социокультурного компонента в преподавании иностранного языка // Современные наукоемкие технологии. 2004. № 4. С. 78–79.
4. Al Azri R. H., Al-Rashdi M. H. The effect of using authentic materials in teaching // International journal of scientific & technology research. 2014. Vol. 3, Issue 10. P. 249–254.