

МОВНЕ МОДЕЛЮВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ В УМОВАХ ГЛОБАЛІЗАЦІЇ

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THE PECULIARITIES OF TEACHING GRAMMAR WITHIN THE INTERCULTURAL COMMUNICATION CONTEXT

Abstract. *The article presents some ideas concerning the process of teaching grammar. Much attention is paid to the usage authentic situations in this process as mostly it is vocabulary acquisition that benefits from application of cultural components at the lessons. Two variants of developing learning situations are suggested in the article.*

Key words: *teaching grammar, intercultural communication, cross-cultural communication, authentic details, learning environment.*

With the change of educational paradigm the ways of teaching and learning languages has been modified greatly. Mostly they are defined by the aims which society puts forward at a certain stage of its development. Concerning the global interest for cross-cultural relations, which include not only linguistic component, but also the peculiarities of mentality, it is necessary to pay serious attention to the development of cultural competency as well. The enhancement of this problem should certainly be at the expense of improving teaching methods and learning materials themselves. Despite the fact that here in Uzbekistan we have very substantial theoretical methodological base for qualitative teaching, some innovations should be accepted in order to increase students' interest as well as motivate our students to learn languages. Besides, cultural component can be used not only as an objective to be achieved at the lesson, but also as a learning tool.

Contemporary researches affirm that the process of culture acquisition positively influences on the students' progress in language learning, while some others consider that culture should be interpreted as a tool in the process of communication for learning traditions and norms of behavior of the country, which language they learn. [1, p. 93] In our opinion, culture should be an essential component of the process of the language acquisition.

In all systems of education in which the aim is something apart from participation in real life, the content as well as the expressive side of the educative process is found in books; and hence, language and the formal aspects of language become important subject of study.

«What then is to be our attitude toward the teaching of grammar? Are we to say, that because there is so little carrying over of power from the formal study to power in correct expression, the formal study is altogether a waste process in the elementary school? Hardly. It is true that all the formal study never make a man speak the language of a cultured person. On the other hand, mere acquaintance with correct forms through

models presented by the teacher in her own speech, and through the reading of the best literature, while it makes for a higher degree of perfection than could be attained were these models not presented, will never produce a perfect use of language. We have referred a number of times to the fallacy implied in the theory of incidental teaching. If a child is really to know a thing, whether this be a matter of form or a matter of content, he must concentrate upon that thing, we may call it focalization, as the psychologists do, or absorption and reflection as the pedagogues do, but we must recognize from the outset that only that is learned upon consciousness is centered» [2, p. 243]. In other words, grammar is the aspect which can be taught unconsciously, like in your native language — we never think about any grammar rules being a child. The same principle can be applied to the second language acquisition, especially if we deal with non-linguistic specialties, as here, the main goal is to form the set of skills (including both speaking and writing) aiming at certain vocabulary (depending on the specialty the students study at).

Mostly, we talk about the usage of cultural elements in the process of teaching vocabulary. Undoubtedly, it is much easier as well as more efficient to learn words seeing them at once. However, teaching grammar may also gain with it.

Nowadays, we can find many brilliant ideas for it in internet. As an illustration, we would like to exemplify several ideas which may be helpful in your lessons.

Example №1 (adapted from [3])

By means of an authentic picture (a drawing, photo, or picture cut from a magazine) the teacher introduces a character named Mary. She draws a rough map of Australia, placing next to it a picture of a four-wheel drive vehicle. She elicits ideas as to how these pictures are connected, establishing the situation that Mary has decided to drive across the Australian desert from the east to the west. She elicits the sort of preparations a person would need to make for such a journey. Students suggest, for example, that Mary would need a map, a spare wheel, lots of water, a travelling companion, food, a first aid kit, and so on. The teacher selects some of these ideas, and writes them in a column on the board, and one or two ideas of her own: To do this kind of journey, you should:

take a map

take water

not travel alone

advise the police

not travel in the wet season

Then, the teacher explains that Mary made no preparations: she didn't take a map, she didn't take water, she travelled alone, etc. (emphasis on *Past Simple*, negative constructions: **did not**). Ask the students to imagine what happened. Using their ideas as well as her own, construct the following story:

Mary set off, got lost, got very thirsty, set off in search of help (leaving her vehicle behind), got trapped by sudden flood waters, etc. The police set out in search of her but couldn't find because she had abandoned her vehicle and left no note. (Here we emphasize irregular verbs.)

The teacher checks these facts by asking one or two students to recount them.

After that, the teacher may ask the class: *Well, what do you think of Mary?*, eliciting answers like *She was silly*. Advancing the conversation, the teacher asks: *Why?* At this point, students may venture sentences, like *She must take a map*. Having thus established the idea of disapproval of past actions, the teacher models the sentence: *She should have taken a map, repeating it two or three times*. The students repeat the sentence in unison and then individually. The teacher reminds the students of the concept of disapproval by asking *Did she take a map? (No). Was that a good idea? (No) So...?* The students respond: *She should have taken a map*.

Teacher then repeats this process using the example of travelling alone, eliciting, modelling, drilling, and concept-checking the sentence: *She shouldn't have travelled alone*.

Further prompting elicits example sentences, such as: *She should've taken water. Se shouldn't have left his car*.

At strategic points, the teacher recaps the sentences that have been generated, using the words on the board as prompts. So far, nothing has been written on the board.

To consolidate the given material, the teacher presents the following table:

She	should have	taken water
	shouldn't have	travelled alone

After that, you may suggest pair-work, introducing the list of words and example structure for a dialogue:

A: You should have done your homework yesterday!

B: I know, I should. But I didn't.

Further you may add more components in the structure of the sentence and use more complex structure in your dialogues, like:

A: You should have done your homework yesterday!

B: I know, I should. But I didn't. I was busy with my Math exams. // or We celebrated my sister's birthday, so I had no time.

In this activity you may use not only authentic pictures, but also some authentic objects, like blanket, toys or cups, etc.

Example №2 (adapted from [4])

Students will watch a video titled McBeijing from Youtube (http://www.youtube.com/watch?v=SDphE11v1_k). After watching the video, they will work in groups of three or four to compare and contrast McDonald's in Beijing and in the city they live in. They may use Venn diagram to complete the task. Each group will share their findings to the rest of the class.

In this type of activity you may «kill two birds with one stone»: practice different types of vocabulary (again, it depends on the specialty of your students: from colours or shape to economic terms) and work out degrees of comparison. While the students present their ideas they need to use the following constructions:

*Cheap — cheaper — **the cheapest***

*Expensive — **more expensive** — **the most expensive***

*...**as cheap as**...*

*...cheaper **than**...*

After discussing all suggestions, ask the students to make a small report including

all differential features mentioned. This will help you to develop writing skills as well. Students will also should pay attention to the grammar constructions in their reports (for example, in formal style they must write *do not* instead of *don't*, etc.).

Summarizing the stated ideas it is impossible to skirt around the moment of teacher's professional competence and desire to make the lessons creative and efficient. There are many ways to add some authentic details in your classes that, as it has already been mentioned, are very effective tool to teach grammar as well.

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КОМУНІКАТИВНИЙ ЛІДЕР В МІЖНАРОДНІЙ КОМУНІКАЦІЇ

Анотація. Стаття розповідає про важливість міжнародного спілкування і функції комунікативного лідера в ній. Говориться про те, що комунікативний лідер може використовувати різні засоби в своєму мовленні для досягнення різних цілей у його діяльності. Але, якщо він може вживати перепитування в своєму мовленні, це допоможе йому бути більш дипломатичним, що допоможе йому не конфліктувати.

Ключові слова: міжнародна комунікація, комунікативний лідер, перепитування.

Abstract. The article tells us about the importance of international communication and functions of the communicative leader in it. It is said that the communicative leader can use different means in his speech for achieving different goals in his activity. But if he can use echo questions in his speech it helps him to be more diplomatic which helps him not to have conflict situations.

Key words: international communication, communicative leader, echo questions.

Міжнародна комунікація — це важливий процес, який супроводжує практично всі суспільні галузі.

Відомо, що комунікація — це процес передачі повідомлення, який передбачає наявність джерела (відправника), повідомлення, каналу комунікації, того хто отримує інформацію, кодування і декодування. Джерелом комунікації може бути організація чи окрема особа, що володіє інформацією, яка призначена для комунікації. Інформація, яку відправник хоче передати — це повідомлення. Воно передається каналом комунікації, яким може бути продавець, ЗМІ чи різні інструменти публіситі. Кодування — це процес перетворення відправником ідеї на сукупність символів і образів. Декодування — зворотний процес: той хто