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INTERCULTURAL APPROACH IN TEACHING FOREIGN LANGUAGES: FROM THEORY TO PRACTICE

Abstract. *This article examines the development and application of an intercultural approach in teaching foreign languages. The relevance of the study arises from the increasing need for metalinguistic competence of the students, which includes not only the acquisition of linguistic structures, but also the understanding of the dynamics of sociocultural communication.*

Key words: *intercultural approach, traditional teaching methods, virtual exchange, linguistic and cultural integration, innovative teaching methods.*

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МЕЖКУЛЬТУРНЫЙ ПОДХОД В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: ОТ ТЕОРИИ К ПРАКТИКЕ

Аннотация. *В данной статье рассматривается разработка и применение межкультурного подхода в преподавании иностранных языков. Актуальность исследования обусловлена возрастающей потребностью в металингвистической компетенции обучающихся, которая включает в себя не только усвоение языковых структур, но и понимание динамики социокультурной коммуникации.*

Ключевые слова: *межкультурный подход, традиционные методы обучения, виртуальный обмен, языковая и культурная интеграция, инновационные методы обучения.*

Nowadays, the integration of Eurasia into the international community, including the educational space, is carried out at a rapid pace. In this regard, there is a need to identify new innovative methods that meet the development of intercultural competence in students. There are many systems and methods used in language teaching, but the tendency to apply the intercultural approach is particularly popularized. This is due to the identification of verbal fixation of language in the meanings of objects and cultural phenomena of the society. The intercultural approach can be characterized as a methodological strategy aimed at introducing students to the sociocultural picture of the world of the native speakers of the target language in practical foreign language classes [Пушкарева 2020, 50, 52].

The purpose of this paper is to explore the integration of the intercultural approach through methods in foreign teaching. In the course of the research, the history of foreign language teaching methods will be considered, and the prerequisites that caused the actualization of the intercultural approach will be discovered. Based on its criteria, the relevant teaching methods will be identified, as well as their advantages and disadvantages. As a consequence, the results of traditional and innovative methods based on the ideology of monocultural or intercultural teaching will be considered.

In order to understand the origin of the intercultural approach, we will analyze how the methods of foreign language learning have changed in different eras, and identify what were the prerequisites for its formation. First of all, we should emphasize the **grammar-translation method** (first half of the 19th century). The greatest importance was given to the study of grammar, the whole material of which was memorized by heart, as a result of which vocabulary was learned unsystematically only as a visualization of grammatical rules, and phonetics was not considered as an aspect of language at all [Бабаева, Ахмедова 2014, 22]. This method showed positive results in the field of text comprehension

and in translation from a foreign language, but was powerless in improving the skills of free communication.

Emperor Peter the Great introduced the trend of attracting foreign specialists to improve the Russian world [Бахабова 2015, 2]. It led to the emergence of the **natural method** (late 19th and early 20th centuries), the main goal of which was to teach students to speak a foreign language. Wealthy families hired foreign governesses, who were forming speaking skills by repeating speech patterns in different situations omitting grammar [Гусевская 2013, 168]. From the natural emerged the **direct method**. It got its name by linking the word to the immediate concept, bypassing translation into the mother tongue [Гусевская 2013, 169]. Its main goal was to teach practical mastery of a foreign language, thus emphasizing phonetics and pronunciation, grammar was learned by induction, and vocabulary was learned only in context without the use of translation [Бабаева, Ахмедова 2014, 24]. The result was that the trainees were able to communicate fluently in a foreign language on practical topics.

In the 50s of the 20th century, the **conscious-comparative approach** was actively used. The meaning of it was to master the language through understanding the system and structure, taking into account the native language of students [Бахабова 2015, 6, 7]. Vocabulary and grammar were studied systematically in order to instill an understanding of the meaning of linguistic phenomena. Text and written exercises were the main source of skills formed, but attention was also paid to speech activities. This method contributed to a deeper understanding of both the target language and the mother tongue.

The **communicative method** was developed by the Russian researcher and linguist E.I. Passov and became particularly popular in the 80–90s [Бахабова 2015, 9]. Its feature was to bring the process of teaching a foreign language closer to the process of real communication, so students used clichés that were used in real life. Here the concept of mastering foreign language culture in the process of intercultural communication was born [Гусевская 2013, 170]. The method

formed meaningful perception and understanding of foreign speech, as well as the ability to produce their own thoughts.

Already in the 80s of the 20th century there was an opinion about the inseparability of language learning from the study of the rules of communication. Now the goal of foreign language teaching is the formation of the application of language skills in interactive communication [Яковлева, Агаджанян 2013, 16]. On the basis of actualization of language learning and its cultural realities the **intercultural approach** was formed. It consists in direct contact in language learning with cultural activities that influence the formation of linguistic competence. Thanks to it, the student becomes aware of the psychological reactions to the situation of intercultural communication and is able to enter into communication more confidently. In this article an attempt has been made to give a list of possible methods that can be implemented in the intercultural approach by analyzing innovative methods that are used in the CIS countries, Western European countries and so on. While researching the main characteristics, advantages and disadvantages of each of the proposed methods were revealed as well as their possibility of approbation in classes in educational institutions.

Project activities are a popular method of interactive learning, deeply rooted in many countries around the world, aimed at fostering independent thinking, cooperation among students, and presentation skills [Багрова 2015, 13]. The students' task is to conduct research activities and form a project on a given topic. Thus, during the assignment, each student takes personal participation and responsibility for his/her own progress in learning, while developing and applying language skills.

Case studies have also gained considerable popularity in the field of interactive learning. During it, students receive a case developed by the teacher with a proposed situation, independently investigate the issue and propose solutions to it [Чудайкина, Логинова, Костоварова 2016, 67]. This method examines behavior in real-life social, economic and business situations with

immersion in the cultural peculiarities of the country of the target language, and promotes the development of critical thinking and communicative skills.

Content and Language Integrated Learning (CLIL) is widely used both in school and university programs. The approach implies the use of a foreign language as a means of learning a discipline. Its goal is to create a learning process during which there is a dual focus on learning subject content and gaining linguistic knowledge [Танцупа 2020, 162]. Thus, in the process, students develop communicative listening skills on a particular topic, gain specialized vocabulary on that topic and knowledge in general. If the discipline includes a cultural focus, through language immersion, learners will be able to experience and compare the linguistic features of a language with its cultural origins on a special level.

Immersive role-playing games, also called simulations, involve recreating real communicative situations of a business or social nature. Students immerse themselves in the situation and look at it through the prism of the cultural environment, trying on the image of a natural participant. This communication environment stimulates the emergence of an internal need in students to express their thoughts in a foreign language [Пантыкина 2016, 187].

Due to the globalization of digital pedagogy and the use of innovative technologies in the classroom, the **Virtual Exchange (Telecollaboration)** technique has emerged. It is based on the real-time intercultural communication between students from different countries. During the collaboration on online platforms (such as Zoom, Discord, Padlet etc) students can initiate various dialogues, debates, blog exchanges and communicating on given topics to identify similarities and differences between two cultures. This technique leads to direct encounter of two cultures and practice of listening and reproduction skills.

Storytelling is a variation of the well-known Narrative-Based language learning method that has been successfully proven in many countries of the world. It consists in creating a shared story in class by layering details and information onto a pre-formed story frame [Bagretsova 2020, 29]. The purpose of this method

is manifested in repeating lexical material and practicing grammatical constructions and speech turns. While recreating such a story, students think through it on behalf of characters from different cultures, adapting language, behavior, and cultural background.

For visual and systematic analysis, a summary table of advantages and disadvantages of the proposed methods was made (Table 1), which allows drawing reasonable conclusions about the expediency of using each method in educational practice.

Table 1

Method	Advantages	Disadvantages
Project activities	- Development of critical thinking and teamwork - Authentic use of language and natural integration of cultural themes	- Time spent on organization - Uneven contribution of participants - High language pressure for beginners
Case Studies	- Application of language in real-life situations - Development of analytical and communicative skills - Opportunities for cross-cultural comparisons	- Difficulties in adapting to the level of the group - High language load for beginners
CLIL (with an intercultural focus)	- Simultaneous study of language and subject - Advanced academic preparation of the language - Deep intercultural immersion	- High demands on the teacher's mastery of both the discipline and the language - Difficulties in comprehension of the material
Immersive role-playing games	- Fascinating and engaging - Practical application of speech and linguistic knowledge in real-life situations	- Preparation takes time - Not all students are comfortable with the game
Virtual Exchange	- Real intercultural dialog - Practicing live communication with native speakers	- Dependence on technology and internet connection - Organizational difficulties
Storytelling	- Creativity and engagement - Ability to incorporate cultural narratives	- Difficulties with initial plot development - High language pressure for beginners

Based on the table presented, it can be concluded that the specified methods contribute to the development of linguistic and intercultural competence, but require a conscious choice depending on the characteristics of students, such as intercultural, age, gender, etc., to form effective assimilation of the material.

In conclusion, it can be said that in connection with modern demands in mastering high-quality metalinguistic awareness, it is necessary to identify new innovative methods that satisfy the formation of intercultural competence in students. In the course of the study, the prerequisites for the emergence of an intercultural approach were demonstrated, innovative methods were defined and their advantages and disadvantages were also analyzed. Of these, traditional approaches based on monocultural teaching remain effective for the formation of basic language skills, and innovative methods provide an opportunity to develop complex intercultural competence. It was found out that for effective perception and reproduction of communication, it is not enough to have only a linguistic understanding of the language basic skills criteria. An important factor is understanding the cultural values and beliefs of the society of the language being studied, since "language is not only a personal experience reflected in individual consciousness, but first of all a social phenomenon" [Яковлева, Агаджанян 2013, 16]. Thus, the optimal solution may be a combination of traditional and innovative methods, which will combine the advantages of both directions and meet the necessary needs of each case.

The prospects for the development of the intercultural approach are associated with the further implementation of digital technologies, the formation of a critical attitude towards cultural differences and the use of online platforms for communication with native speakers. This will expand the boundaries of the educational environment and make the learning process as close as possible to the conditions of real communication.

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ОСНОВНЫЕ ТРУДНОСТИ ИНОЯЗЫЧНОГО АУДИРОВАНИЯ ВЗРОСЛЫХ ОБУЧАЮЩИХСЯ И СПОСОБЫ ИХ МИНИМИЗАЦИИ

Аннотация. *Статья посвящена проблеме выявления основных сложностей взрослых обучающихся при обучении аудированию. Целью статьи является рассмотрение теоретических основ и практическая проверка использования аутентичных материалов для развития и улучшения аудитивных навыков. В ходе исследования были изучены психолого-педагогические особенности возрастной группы, выявлены трудности, с которыми сталкиваются взрослые обучающиеся, проанализированы результаты обучения с внедрением аутентичных материалов.*

Ключевые слова: *взрослые обучающиеся, аутентичные материалы, аудитивные навыки, аудирование, трудности при обучении аудированию.*

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Abstract. *The article deals with the issue of identifying the main difficulties of adult learners in developing listening skills. The aim of the article is to consider*