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## ПЕДАГОГІКА

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### **CROSS-CULTURAL CLASSES AS A PLEDGE OF EFFECTIVE TEACHING**

*Анотація:* Статтю призначено питанню інтеграції культурологічного аспекту до канви завдань на заняттях з англійської мови. Автор акцентує на важливості проведення занять культурологічної спрямованості для поліпшення якості знань та підготовки студентів до вільного спілкування англійською різних соціальних ситуаціях.

*Key words:* cross-cultural classes, process of learning, different cultures, teaching process, social culture, cultural background, target language.

The project “Education for democratic citizenship and human rights education”, approved by the Council of Europe in 2010, is aimed at the development of the ‘system of human values based on the self, relationship with people, according to environment, according to society’. Here, among other constituents, they emphasize the importance of global cultural understanding because awareness of cultural patterns among the different cultures of the world helps to decide how to act in cross-cultural situations and makes intercultural communication effective [1, p.7].

Foreign language learning involves not only phonetics, grammar, sentence structure and academic components, but cognitive and sociocultural aspects as well. That is why culture should be highlighted as a key element in teaching English, because it is impossible to attain high communicative competence of language learners without integration of cultural aspect in teaching process. Researchers, philologists and teachers emphasize that success in language learning is impossible without acquisition of cultural knowledge. Foreign language learners acquire cultural background in order to communicate and to increase their comprehension in the target language. In educational context one can mention teaching students’ knowledge, beliefs, values, views and behavior that we share with others who have a different cultural heritage.

People of different cultures can refer to different things while using the same language forms. For example, if a Ukrainian thinks about birthday, it can be a cake with juice and sweets, but an Indonesian will dream about a long table covered with banana leaves and served with rice and vegetables on it. In Ukraine we can use both

hands to present or give something, but in Indonesia it is banned to use left hand in such cases. Moslem girls cannot walk with uncovered head in the street, but Christian girls can do it freely. It is easy to infer from these meaning-making process of culture differences interpretation.

Every new aspect of culture is the transaction between individual's culture and social culture. Therefore, atmosphere of classes have to allow and encourage students to recognize their own cultures and to reflect on these transactions. There are many activities that may help students to understand culture as continuous interactions between individual's culture, social culture and target culture through recognition, exploration and reflection.

Such topics as "Personal identification", "Family traditions", "National holidays", "National food", "Cultural differences" and many others can be familiar for everyone. Their structure and goals alter students' understanding about different spheres of life in different countries. We can tell students about cultural differences using modern textbooks or Internet resources. Students can find on the Internet interesting or curious facts about foreign countries and use them in the classroom, but it is better to communicate with a real foreign representative that to know true facts about cultural and everyday life of his country. Furthermore, students should use only English. It is another great value and advantage of such communication. It is not so important to have cross-cultural classes with native speakers only. Representatives of any foreign country can realize the goals of such classes through English communication. The experience of my cross-cultural classes shows that Chinese, Indonesian, Tunisian, Turkish, Egyptian, Italian, Polish, Brazilian, Columbian, Estonian, Algerian, Slovenian, Swedish, Portuguese people can be fluent in English too. They tell real stories about their countries using photos, videos, drawings, national symbols and costumes. They cook national food and tell about history of their countries. Students ask questions they are interested in and tell about Ukraine. Mistakes and incorrect pronunciation do not stop communication. After every day classes and communication during three weeks the results are excellent. Goals of cross-cultural classes are achieved. Thus, students learn to understand cultural differences of different cultural groups. Such classes are educationally valuable, make learners tolerant to other societies, behavioral patterns.

The adoption of cultural aspect in English teaching can solve the problem of motivating and stimulating students and therefore make the learning process more effective and student-oriented. Besides, cross-cultural classes are the source of authentic materials, connecting formal and informal English learning, developing learning based on students' daily experience, personal values, attitudes and feelings.

Bearing in mind the status of English as an international language, teachers should not foster general image of the native speaker that is a linguistic myth. It is becoming

apparent that a new notion of communicative competence is needed, one that recognizes English as world language and consequently where culture is a world itself. This would encompass local and international contexts as settings of language use, involve native-nonnative and nonnative-nonnative participants, and take as teaching models successful bilinguals with intercultural insights and knowledge. It would aim at realization of intercultural communicative competence in teaching English [2, p. 26].

It is necessary to stress the fact that only due to the acquiring by culture a new role in English language teaching process, where it is no more an additional device for attaining artificial and temporary interest in language learning but its integral component we can achieve qualitative learning results. As learners are not only expected to acquire accurate forms of the target language but also to learn how to use these forms in social situations in the target language setting to convey appropriate, coherent and strategically-effective meanings both for native and nonnative speakers. Cross-cultural classes are very important and actual for teaching students of diverse cultural backgrounds and travelling experience.

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