

FORMATION OF LINGUISTIC AND COUNTRY STUDY COMPETENCE WHEN TEACHING A FOREIGN LANGUAGE AT THE TECHNICAL INSTITUTE

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ABSTRACT: LINGUISTIC AND COUNTRY STUDIES BECOME AN ESSENTIAL PART IN THE PROCESS OF FOREIGN LANGUAGE LEARNING BECAUSE AT PRESENT THERE IS A NECESSITY TO TEACH NOT ONLY LANGUAGE SKILLS BUT ALSO THE CULTURE OF THE COUNTRY STUDIED. THE COMPLEXITY OF SOLVING THIS PROBLEM IS CAUSED BY THE FACT THAT THE KNOWLEDGE OF FOREIGN LANGUAGES ASSUMES NOT ONLY THE ABILITY TO SPEAK PROPERLY BUT ALSO MASTERING THE PARTICULAR CULTURAL STEREOTYPES. TEACHING FOREIGN LANGUAGES ON THE BASIS OF CURRENT COUNTRY STUDY MATERIALS CONTRIBUTES TO THE FORMATION OF LINGUISTIC COUNTRY STUDY COMPETENCES. IT WIDENS THE GENERAL HORIZON OF STUDENTS AND HELPS MOTIVATE THE FURTHER STUDY OF FOREIGN LANGUAGES.

KEY WORDS: LINGUISTIC AND COUNTRY STUDY COMPETENCE, COUNTRY STUDY ORIENTATION, COUNTRY STUDY MATERIAL, LANGUAGE SKILLS, CULTURAL STEREOTYPES.

At the present stage of the development of our society the significance of studying foreign languages is increasing, the need to master a foreign language as a means of communication is growing. Therefore, the main task of teaching foreign languages is to teach the language as a real valuable means of cross-cultural communication. It promotes the formation of the linguistic and country study competence [2].

The linguistic and country study competence is the ability to perform the cross-cultural communication based on the knowledge of lexical units with a national semantic component and skills to adequately apply them in the situations of cross-cultural communication to achieve the mutual understanding [4]. The use of this aspect helps motivate students to study foreign languages which is very important in the lack of language environment.

The teaching staff of the foreign languages department of Kemerovo Institute of Food Science and Technology are carrying out extensive work in forming a linguistic and country study competence. The elements of the country studies are introduced into the curriculum as a variety of methodical support: teaching aids in country studies, audio and video facilities, illustrative materials. While choosing teaching materials the lecturers consider the actual needs and interests of students, important purposes and motives for them.

The motivation factors can be divided into several groups such as:

1. Group of educative motives. It means that students want to know about the culture of English-speaking countries in providing general education. They want to enlarge their outlook.
2. The motive of communication. This motive is connected with the possible contact in sphere of occupational communication.
3. The motive of self-confidence. It means that a student should be able to speak equally with his friends and speak one language.
4. Social motives. Students would like to read more about English speaking countries and to know how the country is being developed and to apply some advanced technologies in the reality of our state.
5. The motive of getting a good job. Some students propose that the language knowledge may be required for their future career. To get a good well-paid job and respect among the colleagues one should know at least one foreign language.

WHEN forming the linguistic and country study competence it is extremely significant to develop teaching aids in country study which cover the realities of all sides of life in the foreign country.

IN the process of learning the lecturers of the department widely use the textbook in developing spoken language. It covers one big topic called 'Country studies' and includes five units: the United Kingdom of Great Britain and Northern Ireland, the United States of America, Canada, Australian and New Zealand.

EACH chapter includes active vocabulary, phonetic and lexical exercises, creative tasks, dialogs, main texts and texts for supplementary reading. The purpose of the given material and tasks is to educate, systemize the knowledge in the country studies and form the linguistic and country study competence which enables students to communicate, make up monologues and also to widen their horizon.

WHILE compiling the material for the textbook the authors paid great attention to the differential approach, that is, they used texts and exercises for various types of verbal activity (reading, listening, speaking and writing), and all forms of work (oral and written, classroom and homework, individual, in group, in pairs, independent).

THANKS to the use of the linguistic and country study materials foreign language classes have communicative and pragmatic orientation. They promote independence and creativity of students, their high cognitive activity and interest in learning a foreign language.

THE linguistic and country study orientation becomes an essential part of teaching foreign languages at extracurricular classes. The program developed at the department of foreign languages in KIFST for meetings at the English speaking club is directed to the improvement of the structure and content of the study of the English language.

NEW and actual things of this program are the linguistic and cultural approach to mastering the English speech, activating the connection mechanism between English and native cultures, performing self-control, optimizing the language adaptation as the motivation to learn foreign languages independently.

ACCORDING to new standards of educational programs in foreign languages the purpose of extracurricular classes at the club is to master the knowledge of the English culture and literature and to become involved in the world cultural values.

IN the conditions of the geographical distance from the countries of language studied the linguistic and country study competence may be achieved with the use of the supplementary sources of the information about the country, such as fiction, special literature and the Internet resources. At the extracurricular classes the students work in small groups at their projects within a general topic. The members of the club take part in thinking, investigations, searching, collecting the necessary information and its discussing. The English language serves in this situation in its direct function – the means of forming and formulating thoughts. It is the real teaching environment and immersion into investigated problem [1].

THE problem studied at the club meeting may be of any kind: ecological, political, creative, historical, linguistic and others. It is more important that it is being investigated and being discussed by the participants of the project and is being solved in English.

THE students steadily develop their research and communicative skills, processing different kinds of information, dealing with annotations and references of literature and making creative projects. It undoubtedly influences the successes of students in the learning process. Therefore, studying the cultural customs and traditions of the English speaking countries the students consider a lot of video and audio information, prepare illustrative presentations, play theatrical sketches, and develop creative tasks in the form of questionnaires and quests for the invited guests.

WORK at the project includes all possible opportunities and the Internet resources. Search for new information leads the participants of the project to virtual libraries, database, virtual cafes and museums and various informational and educational servers. To communicate in real life students need to use e-mail services, TV conferences and chat technologies.

IN order to prepare a joint project presented by every student in the group it is necessary to use a word processor and computer graphics, apply different programs, that is, various multimedia means. Thus, the project goes beyond one studied discipline and becomes interdisciplinary.

CLASSES and extracurricular events conducted within the Days of the department of foreign languages contribute to the formation of the linguistic and country study competence of the students. They cover quizzes about English speaking countries, competitions for the best translation of the poetry and the text, writing an essay and a report, watching and discussing foreign films and others.

IN this connection it is important for teachers to create such conditions which would enable students to study with great pleasure, to solve problems independently and to see the results of their work. This is the key to the successful educational activity. Science has not stopped at the achieved results. It continues to develop exciting techniques with the help of which the teachers are trying to overcome some difficulties of the academic programs to become closer to new educational standards [3].

IN conclusion, the linguistic and country study orientation provides the realization of not only general and educational purposes but also practical ones. It promotes the creative potential of the students, widens the language skills and cultural horizon and presents the actual source of motivation for further learning of foreign languages.

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