

CULTUROLOGICAL ASPECT WHILE STUDYING A FOREIGN LANGUAGE

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It is obvious that a student always brings his or her life experience, knowledge obtained and cultural background to the process of getting education. Working with students, an educator should take this fact into account. It becomes especially significant in the process of teaching foreign students. In modern world people have a possibility to choose the university to study at even if it is far from the native country but suits educational aims of a person. The number of foreign students is growing, that makes consideration of questions connected with educating foreign students actual.

Globalisation and multicultural environment suppose that people all over the world are able to accept the same cultural patterns and acts but the world is still rather multicultural. Diverse cultural traditions give different backgrounds for picture of the world for different linguistic communities. Traditions also cause different points of view for representatives of different countries.

The process of studying a foreign language in a linguistic environment different from the initial one is a normal educational situation in modern world. But entering a classroom in another country, a student is still in his native cultural picture of the world, even if having no possibility to use the original native language. Logical structures, interpretations of sounds, letters, meanings, history studied and food preferred are with the person and function as initial assessment key points for perception of another language and another style of living.

While studying a foreign language, diverse aspects of life are considered to prepare a student for a plenty of specific situations in which the language may be used.

The advantage of such a collision in academic groups with students from different countries is the following. In the process of communication, describing and discussing, learners can demonstrate specific features of their living in native country to others. Original cultural patterns can be introduced. But another side of this is that peoples of different countries, different cultural heritage may have different or even severe the opposite view of the same historical, religious, cultural events and situations. Under some conditions it may lead to a conflict in the classroom.

To avoid this a teacher of foreign language should be prudent choosing material for teaching. Texts for skimming should contain tolerant information. Questions for discussion should result in friendly comparison, productive argument, not in a kind of a battle. The style of teaching should also be neutral.

Multiculturalism is an actual agent of nowadays reality but at foreign language lessons with foreign students from different countries attention should also be paid to similarities and differences, which can unite. Differences, which can lead to negative consequences after using a specific cultural fact for linguistic training, should be predicted and dealt with beforehand. People who came to another country for studying are open-minded for something different. So, a helping hand may be given at foreign language lessons.