

THE IMPORTANCE OF BEING EARNEST – THE IMPORTANCE OF UNDERSTANDING BRITISH AND AMERICANS

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Nowadays the aim of ELT as well as FLT is to form the competence in the sphere of cross-cultural communication which means the ability to cooperate with the representatives of other cultures.

The concept of cross-cultural communication which is a component of modern educational discourse, and the Bologna process in particular, is mainly seen within the psychological, anthropological, linguistic, semantic or cultural issues. The formation of national-cultural component involves not only the introduction of history, traditions, famous people of the other country, but what is more giving such knowledge that students will later find useful in situations of real communication.

As a result we have to teach not just English, we have to teach Britain and the US. What does it mean to teach Britain? As the aim of the lesson or lecture is to educate, teach and develop students teachers should not only drill lexical or grammar material, but also interpret social and economic systems, customs and traditions of verbal level of life. The increasing demand in specialists who speak English imposes a great responsibility on those schools and institutions where students study. The Sevastopol Institute of Banking of the Ukrainian Academy of Banking of the National Bank of Ukraine is a non-linguistic educational establishment so the increased requirements for training specialists in international economics dictate the need to optimize the learning process within the time allocated to curriculum.

I have already dealt with this topic in the article “Формування понять про міжкультурну комунікацію як основа високої якості фундаментальної загальноосвітньої підготовки економістів-міжнародників” [2].

The problem of socio-cultural development is rather urgent and has already been discussed by a lot of professionals, both psychologists and linguists [1, 3, 4,

5]. Psychologists concentrate on the Lev Vygotskiy's theory and state that sociocultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. According to Vygotsky, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." [5]

Linguists develop the theory to a wider range. We have to deal with developing such competences as communicative, sociocultural and sociolinguistic. Modern linguists understand that as an ability to cooperate with representatives of another culture. Sociocultural competence is understood as a combination of country studies, socio-psychological knowledge and cultural knowledge.

Country studies is understanding of for example idioms as they may help students accept the other culture (e.g. Love me –love my dog, Self comes first, When in Rome do as Romans do, Carry coals to Newcastle).

Socio-psychological knowledge means understanding "social patterns", i.e. specific models of behaviour in different situations.

Cultural knowledge is accepting and understanding historical, cultural and ethnic background of the representatives of another culture.

Representatives of different cultures use various models of perception of social reality through symbolic systems which is reflected in the use of language structures, styles, written and oral communication.

The formation of concepts of intercultural communication is one of the most interesting and urgent problems of the modern educational process, because the future international economists will have to create their own communicative space, but today the task of teachers is to make modern students feel free in the future communicative space not just speaking a foreign language, but also apprehending

basic general knowledge, as well as analyzing the origins of conduct of their interlocutors.

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Khalezova, L. The importance of being earnest – the importance of understanding British and Americans [текст] / L. Khalezova // Language, Education and Career. II Tesol – Ukraine International Conference. October 12-13, 2012. Book of papers. – Sevastopol : Ribest, 2012. – С. 27–29.