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В.В. Каленов, В.С. Смывалов**ПРОБЛЕМЫ ИЗУЧЕНИЯ ИНОЯЗЫЧНОЙ КУЛЬТУРЫ**

Аннотация: в статье рассматривается проблема изучения иностранного языка, необходимость переосмысливать знакомую картину мира, принимать другой способ мышления и строить свою речь в соответствии с иными правилами. Ключом понимания иноязычной культуры является анализ новых моделей обучения. Педагогическое преодоление факторов, препятствующих принятию и пониманию другой культуры, позволяет развить этнокультурный потенциал страны и достичь укрепления общественно-политической и социально-экономической стабильности общества, а также способствует продуктивному межкультурному диалогу.

Ключевые слова: язык, мышление, картина мира, значение слова, межкультурная компетентность.

V.V. Kalenov, V.S. Smyvalov**PROBLEMS OF STUDYING FOREIGN CULTURE**

Abstract: the article deals with the problem of learning a foreign language, the necessity of rethinking a familiar picture of the world, adoption of a different way of thinking and building your speech in accordance with other rules. The key to understanding a foreign language culture is the analysis of new learning models. Pedagogical overcoming of factors hindering the adoption and understanding of another culture allows developing the country's ethnocultural potential and achieving strengthening of the social and political as well as social and economic stability of the society and contributing to a productive intercultural dialogue.

Keywords: language, thinking, picture of the world, word meaning, intercultural competence.

One of the main problems in studying a foreign language culture is the presence of phenomena in a foreign language that contradict the usual picture of the world. Their analysis, as shown in the article, is necessary for teaching new mental models, which is the key to understanding culture.

A person's thinking is determined by his life, and society's way of living is composed of the lives of individuals, therefore the social, economic, and political well-being of the state as a whole is largely dependent on the ability to improve thinking through language. This is especially important in a multi-ethnic state, which, in particular, Russia is. Pedagogical overcoming of the factors preventing the adoption and understanding of another culture allows developing the country's ethnocultural potential and strengthening the social, political and economic stability of the society as well as promoting productive intercultural dialogue.

The relationship of language and thinking is an interrelated process. Language is formed and transmitted by generations of people, each of which gradually changes it, but at the same time obeys its laws and meets its requirements and these rules often become a barrier to mutual understanding of people of different cultures.

Thus, careful attention to linguistic facts at all system levels helps to assimilate and understand the culture of another nation. At the same time, it is also necessary to take into account the specifics of the student's native language system, tasks set during training, and the time during which they must be completed.

The development of native speech occurs unconsciously, simultaneously with the psychological and physiological development of the child, while mastering the second language implies an awareness of the language system, and their mixing (interference) is unacceptable. In the case that the interference is delayed, the person departs from his ethnic group from his culture, but does not become a native speaker of the new one. The loss of self-identification is one of the reasons for the inability to understand another culture and impedes integration into a multi-ethnic society. At the same time, learning to speak a foreign language, but not understanding and not fully accepting its logic and philosophy of life, means mastering only communicative competence, but not social and cultural or intercultural one.

As L.S. Vygotsky noted, «the meaning of a word, its generalization is an act of thinking in the true sense of the word» [1]. Therefore, any word has a psychological nature referring to the field of thinking and perception. The process of mastering a foreign word is the understanding of the associated unity of word meanings in the consciousness, some of which may fully or partially coincide with the lexical and semantic variants of the meaning of the native word, or may not have analogues in their native language. In this regard, the possibility of relying on the native language in the process of teaching a second language is rather limited and fully involved only if the semantic structure of the word equivalents coincides in both languages, in which the underlying patterns of connections between the words in the native and second languages are also consistent. However, such an option, when in two languages there are exact analogs of concepts with identical meanings, is rarely found and is usually observed in closely related languages, which preserve the similarity of their structure. At other language levels (in syntax, morphemics, etc.), even if these levels coincide in both languages, the possibilities for analogy are even more limited.

Thus, when learning a foreign language, it is necessary to rethink a familiar picture of the world, adopt a different way of thinking and build your speech in accordance with other rules; since speech and thinking are inextricably linked, changes occur in various areas of the personality's cognitive sphere, subject connections, associations and thinking as a whole change, therefore a meaningful study of a foreign language system involves the stimulation of certain mental processes – analysis, synthesis, comparison.

We can definitely say that achieving an ideal result in the formation of a secondary linguistic personality in isolation from the natural language environment is almost impossible in a non-linguistic environment. It is real to set a developmental task for students only of the main features of a secondary linguistic personality, i.e., skills and abilities to work with vocabulary in the social and cultural context of the everyday life of a foreign language, but not deep enough to communicate at the level of a native speaker.

One of the ways out of this controversial situation in the history of study-education-upbringing was to build such a model of education (including foreign languages) that would involve the student in another worldview system – of course, within certain limits. Intercultural competence is associated with understanding the picture of the world of other social cultures, understanding the meanings of different language cultures, the ability to find differences and similarities of cultures in the process of intercultural communication. No doubt, a certain approach to solve learning problems is necessary, taking into account the above problems and peculiarities. The main task is to correctly determine the direction of the teacher's work in order to form the secondary linguistic personality of the students. Such an approach can be implemented by introducing appropriate methodological elements, the specification of which depends on many factors of a local nature.

Thematic programs determine the knowledge, skills and competencies of the subject level and are developed taking into account the above-mentioned values and skills. This can be seen in the thematic English language programs where all these values and skills are considered. Thematic programs are essentially a curriculum based on standards.

The main purpose of learning foreign languages in a non-linguistic university is the practical knowledge of a foreign language for understanding literature according to the main specialty and professional communication. Often in the system of university education, teachers face the problem of the lack of educational material built on rationally selected language material and at the same time including the vocabulary of a particular area of the main subject.

When establishing a work plan for a course of study, it is necessary to take into account that all hours of learning foreign language should be devoted to working with special literature. Classes organization is based on the distinction between forms of activity that require preliminary classroom work (training exercises, sounds training, reading, phase stress, intonation, etc.) and those that are more appropriate to include in the self-study block (grammar rules with exercises, text translation, some exercises according to the text, etc.).

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