

Актуальные проблемы журналистики

Сборник трудов молодых ученых
Выпуск XIV

Experience of cross-cultural interaction in foreign language teaching of journalism students

Olesya Pianzina

Tomsk State University

In modern society, it is the practical knowledge of a foreign language that is the main goal not only of language, but also of any education, as there is a growing need for specialists in various fields who can fluently speak one or several foreign languages.

Therefore, the main purpose of teaching a foreign language is to form a linguistic personality who is ready for real, productive communication with representatives of other cultures on various levels and in various spheres of life.

The main need is verbal cross-cultural interaction (establishing personal contacts, conducting telephone conversations, exchanging correspondence, holding presentations, meetings, negotiations, participating in conferences and seminars)[1].

Interaction is considered to be cross-cultural if the participants become familiar with the traditions, customs, rules and norms of everyday communication of the interlocutor. For cross-cultural communication it is necessary that the speaker and the recipient of the message belong to different cultures. Communication participants should also be aware of the cultural differences of each other. By its nature, intercultural communication is always interpersonal communication in a specific context where one participant discovers the cultural difference of the other [2].

It is well known that communication takes place on three levels: communicative, interactive and perceptual. The communicative level is contact through language and cultural traditions typical for a particular community of people. The result of this level of interaction is mutual understanding between people. The interactive level is communication that takes into account the personal characteristics of people. It leads to a certain relationship between people. The perceptual level enables mutual cognition and rapprochement of people on this rational basis. It is a process of perception of each other by partners, defining the context of the meeting. Perceptual skills are manifested in the ability to manage one's own perception, to read the mood of partners according to verbal and non-verbal characteristics, understand the psychological effect of perception and take them into account to reduce distortion [3].

All levels of interaction were explored across two semesters of cross-cultural interaction of Russian journalism students and foreign students on English language classes. The Russian students were studying elementary level English in the Higher School of Journalism. During the school year native speakers and people of different nationalities were invited to English class by Russian students for cross cultural interaction. The nationalities of invited students were British and Italian (with upper-intermediate\ intermediate level of English).

Different ways of cross cultural communication were used: communication of students in groups, face-to-face communication, "speed-dating" chatting, workshops, presentations. That helped to choose the most effective way of interaction for particular group with particular foreigners. Multinational interaction helps to understand the culture and mentality of other nationalities better through actual experience, because it's not just a text in a workbook which tells the story of this person, but a real person who talks about his traditions, childhood, holidays, thoughts, ideas and emotions.

Native speakers are “put in the teachers shoes”, and adapt their language to the level of non-native speakers which helps them to feel comfortable while speaking in the foreign language. For Russian students it creates additional motivation to learn foreign language, to understand natives better, to speak more fluently and to be a part of world society of English speakers.

Russian students also willingly follow the example of Italians whose English is quite good in spite of the fact that it's not their native language. Italian students often offer advice on literature, films and programs that help with learning language more effectively. They share their own ways, methods and experience of learning language, which creates a good example (model) for Russian students with low level of English.

On the other hand it's also a helpful experience for journalism students to practice their professional skills in interviewing, leading the conversation, asking the right questions and creating the atmosphere of hospitality to make guests feel comfortable which helps them to answer the questions in full.

Most of the students try to keep in touch with each other afterwards, which is also important for integration of foreign students into our society, and is a great advantage for foreign guests as far as they prefer to spend time with their friends and speak their own language because of the lack of Russian friends.

Such cross-cultural communication classes create a warm atmosphere of talk, mutual support, searching for common interests and hobbies, expanding the boundaries of understanding the world, culture, other people and oneself in this cross cultural world. They give a huge push and high level of motivation to learn a foreign language from both sides. And they bring new friends of course.

Literature:

1. Grushevitskaya T. G., Popkov V. D., Sadokhin A. P. *Basics of intercultural communication*. - Moscow: UNITY-DANA, 2002.
2. Saitimova T. N. *The role of intercultural communication in the process of teaching foreign languages at the present stage*. Concept. - 2014. - Special issue number 08. - URL: <http://ekoncept.ru/2014/14603.htm>.
3. Gudkov D. B. *Theory and practice of intercultural communication*. - M.: ITDGGK “Gnosis”, 2003.