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FORMATION OF LINGVOCULTURAL COMPETENCE IN

RELATION TO LANGUAGE ENVIRONMENT

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Abstract: The paper considers the influence of educational and natural language environments on formation of linguistic-cultural competence.

Keywords: educational (artificial) language environment, natural language environment, learning a foreign language, linguacultural adaptation.

INTRODUCTION

Learning at least one international foreign language nowadays is essential to build a career both in your country and abroad. That is why, understanding a teaching process as a comparison of languages is clearly not enough. The main idea is a dialogue of cultures, including the issues of studying cultures. In this regard, nationally oriented socio-cultural teaching approaches play an extremely important role in supporting and developing students' motivation to learn a foreign language in an educational (artificial) environment.

EXPOSITION

In the modern world, to maintain a normal standard of living a person needs to constantly develop, learn, improve his skills, and this is impossible without obtaining new information. Every day we learn new things and share our knowledge with other people, and in the era of globalization it takes a worldwide scale, that is, a modern person simply needs exchanging information and communicating with people from different countries, which requires knowledge of foreign languages.

The quality control of teaching a foreign language is a top priority. Nowadays the actual aims of language education are to improve students' ability to socialize in cross-cultural space, improvement of their professional and foreign-language communicative competences, their personal and professional qualities. A foreign language has become an important and necessary element which guarantees a future successful professional activity.

The concept of the linguistic environment, as a kind of communicative space is closely related to the phenomenon of linguistic socialization, i.e. mastering the language as a means of communication for the purposes of social interaction in the society. The linguistic socialization is expressed in:

1) assimilation of the elements and structure of the language;

2) speech norms of a social environment;

3) stereotypes of speech behaviour (Zherebilo, T.V., 2011).

From the linguodidactic point of view, an environment is considered a natural one if a language is studied in its natural existence. A linguistic environment is considered as an educational one if it is created with the help of various teaching aids in order to recreate the natural language environment (Zherebilo, T.V., 2011).

The educational language environment is understood as a set of three following factors:

1. The traditional education system of the country, which dictates the goals and objectives of the training;

2. The current education system, which corrects the education system in accordance with the

geographical, historical, social and ethno-cultural characteristics of the country;
3. Presence or absence of a native speaker as a teacher.

The natural language environment must be the most favourable condition for beneficial studying a foreign language, especially in the field of oral communication and the formation of ethno-cultural competence, since in these conditions a studied foreign language is both an object of study and an instrument of cognition for a learner (Shaklein, V.M., 1997).

1. A foreign language is used in different spheres of society every day; it is the only (or basic) means of communication.

2. While communicating with a native speaker, non-verbal means are mainly used. Therefore, the subject of communication is focused on, whereas comprehension of the linguistic forms and the system of language can be ignored.

3. Mastering a foreign language in a direct contact with a native speaker is carried out in situations of immersion in the natural language environment. As a result, creative competence is formed. It allows using language tools on a productive level in different contexts, and provides communicative activity using the studied language.

4. As a rule, using only those language tools, which a learner can represent for different language styles.

However, studying a foreign language in the natural conditions has a so-called uncontrollable, spontaneous character.

On the contrary, the controlled character of studying a foreign language is understood as a situation of separation from the country of the studied language, i.e. the conditions of the artificial (educational) language environment. In this case, the training system itself is constructed in a different way. The author understands the educational (artificial) linguistic environment as a deliberately constructed system, in which, under certain conditions, the real activity of a teacher and a student is realized, so that the latter acquires necessary spoken language skills and abilities.

It should be noted, however, that the process of creating the educational language environment is extremely difficult, because it is necessary to take into account both internal and external factors that distinguish the conditions of the natural existence of the language from the conditions in which the linguistic environment is to be recreated (Kremneva, A.V., Mjagkova, E.Ju., 2007).

Consequently, the countries that are united by a historical vertical and a geographical horizon must be separated from the countries that are far apart in this coordinate system. However, it is impossible to operate with the concept of only the historical vertical today, because, on the one hand, our days have not become history yet, and on the other hand, globalization processes affect an increasing number of countries. Therefore, the historical vertical is gradually replaced by a social horizon, which includes social processes taking place in a given country as well as processes of globalization and self-identification. For example, despite centuries of common traditions China and South Korea have moved away from each other. Korean universities are now much more influenced by Japanese and American educational systems than the Chinese one, which directly affects teaching (Kremneva, A.V., Popadinets, R.V., 2010).

Of course, taking into account the above external and internal features of the country is very important when recreating a language environment that is as close as possible to the natural one. At the same time, in a foreign-language environment, all the components of the learning system must be adjusted when they function in a foreign-language educational space that is a foreign language. Nevertheless, in the natural language environment, foreign students face some kind of difficulties in linguistic and cultural adaptation, which is due to a number of factors. At the beginning of training, the most significant role is played by extra linguistic factors, through which a foreign language is perceived not only as a set of necessary rules and norms, but also as a sort of quintessence of the unfamiliar culture that a person faces on the first day of staying in a foreign country (Shaklein, V.M., 1997).

There is no doubt that each culture has many symbols and images, as well as stereotypes of behaviour through which a person can automatically act in different situations. The national character is a category that reflects the external, "energetic" form of an integral manifestation of mentality, behaviour stereotypes, psychological predispositions, emotional-volitional reactions and behavioral propensities of the people. In each national character, a number of national features are singled out, which leave their

imprint on the interpretation of the realities of the world. In a new cultural environment, the habitual orientation system becomes inadequate, because it is based on other ideas, norms and values, stereotypes of behavior and perception. In this case, as a rule, a student faces a phenomenon called a cultural shock. A cultural shock can be defined as a stressful impact of another culture on a person or society, followed by destruction of the established social conditions (society, social group, individual) as a result of a collision with a different culture (Hasse, C., 2015). Still, it is much easier and better to adjust the way a student speaks (or writes) according to the situation he is in, the purpose which motivates him, and the relationship between him and the person he is addressing to in the natural language environment. Certain ways of talking are appropriate for communicating with intimates, other ways for communicating with non-intimates; certain ways of putting things will be understood to convey politeness, others to convey impatience or rudeness or anger. In fact, all our vast array of language use can be classified into many different categories related to the situation and purpose of communication. For a student of a foreign language, it might sometimes be more important to achieve this kind of communicative competence than to achieve a formal linguistic correctness. It is the natural language environment which promotes the fastest mastering of a foreign language and formation of ethno-cultural competence. On the other hand, the differences between native and non-native cultures impose a visible imprint on the psychology of a foreign language learner, known as in a cultural shock.

Although students do not face this problem if they learn a foreign language in the educational language environment, there exists another factor, which influences both the processes of teaching and learning. It is learners' attitude to the country of the language being studied, to its culture and ethnos. This attitude is a very important factor to be taken into account when creating an artificial language environment. It is worth noting that studying foreign languages is becoming more and more pragmatic nowadays. Students used to accept a foreign country image without any objections and irritations. But at present, the situation has changed. Studying the English language, for example, is not currently associated with a positive image of the English-speaking countries or does not appeal to the spiritual culture of these countries; it is purely pragmatic. Although, lots of Russian and foreign students have some negative attitude to the United States and Americans, they consider studying the English language compulsory for their future career.

The main components of the system of teaching a foreign language are goals and objectives of training, which is a pre-planned result of the activity on mastering a foreign language. It is obvious, that the priority task of teaching is the same both in the educational and native language environment (especially if it is short-term training). This task is practical, that is, to "make students talk", "to unleash their language", to activate their speech and communication skills and abilities.

However, a foreign language in the conditions of an artificial (educational) language environment is often replaced by a conscious approach that assumes the conscious assimilation of knowledge as the basis for practical knowledge of a foreign language. The development of skills and abilities here is a cognitive mechanism: "familiarization - fixing - application - control" (Myers, G., 2015).

A teacher plays a crucial role to help a student to adapt to new cultural conditions, so that a student can avoid stressful and conflict situations even in the educational environment (Bykova, O.P., 2009). Moreover, teaching a foreign language should be done through the culture of a foreign country in order to get a student interested. It is essential because a foreign language becomes a kind of an instrument to plan his future, a means that helps him to exist in this new world (natural language environment) (Sorokoletova, A.V., 2013). It is well-known, that effectiveness of any chosen methodology to teach a foreign language in the education language environment largely depends on the experience and ability of the teacher, and even on his own personality. The more a teacher is fascinated with his subject, the more he gets interested his students in it and, consequently, the higher level of knowledge his student have. Motivation is a basic principle of all kinds of teaching. A teacher of foreign language should provide his students with appropriate conditions at lessons in order to create a strong desire to speak the studied language, without fear of making mistakes. A student is best motivated by practice in which he senses the studied language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in the foreign language. That is why, an educational language situation should sound natural and be recognised in real life. It is heavily emphasised in 'situational'

language courses, as well as in travelers' phrase books, where it becomes clear that the language varies according to whether one is shopping, or asking for directions, or booking a hotel room, etc. Depending on the situation, the contact between the participants could be either in speech or in writing, and at any point on the range of proximity, i.e. face-to-face (close or distant), not face-to-face (two-way contact by telephone or correspondence), or one-way contact (radio, TV, advertisement, notice). Once again, a teacher of a foreign language should be creative to suggest appropriate contexts for random items like 'Time?', 'My watch has stopped', 'Have you the time, please?', 'Is there a clock here? I need to know the right time.' Simply by observing the choice of expression, a student could postulate circumstances in which one or the other would be likely to be written rather than spoken, used in one place rather than another. On the one hand, the main disadvantage of a teacher who is not a native speaker is that the taught language and culture for him are non-native too. On the other hand, it can be beneficial to some extent. A teacher in this case has an opportunity to analyze and compare the two language systems, and then give better explaination of grammatical rules to students preventing their possible mistakes.

Thus, a teacher of a foreign language in the educational language environment should not be only a conductor of a foreign language system, develop students' language skills, he is called to be a mediator between the two cultures; native and non-native. Moreover, a teacher of a foreign language in the educational language environment should constantly imagine all the possibilities of intercultural learning in the context of the taught subject and give lessons accordingly. This organization of the educational process implies formation and development of a student's multicultural personality.

A student learning a foreign language in the natural or educational language environment has only one goal – international communication that is ability to compare the socio-cultural experience of the people who speak the studied language with his own experience. The educational system in the information society nowadays has become a producer of the human intellect. The idea of humanizing education is embodied in models of socio-cultural education, in which cultural education of students is combined with training in international communication. Thus, in the natural language environment overcoming stereotypes associated with a lack of understanding sense of humor, customs and traditions, a system of values, ways of having a family, eating features of a national character, manners, etiquette and more is easier because a student is living in a new community. The development of modern information society is inconceivable without globalization processes, integration, innovation and ever-increasing intercultural interaction. These processes apply to all spheres of human life – household, cultural, scientific, political, economic, etc. mastering through national concepts. Throughout our lives, we, of course, faced with different cultures, they can be neighbors, colleagues or acquaintances. However, communication with them can be difficult because of the differences in world perception, cultural features, and the language barrier. This situation requires development of tolerance and empathy, ability to adapt quickly and have some flexibility of thinking, in order to successfully build and implement effective communication interaction that is intercultural competence is considered. Linguoculturology deals with manifestations of culture of different nations, which became fixed and are reflected in the language.

Talking about different language environments, we should also concider the fact that any language exists in its sounding form, and the mechanism of speech formation is universal for all languages. Learning to acquire the pronunciation habits of a foreign language, however, involves a larger number of new skills, especially recognition skills, which are sooner and easier formed if a student is learning a foreign language in the natural language environment. In order to hear the new language accurately enough to imitate it, the foreign learner must respond to a whole new sound system. Hearing correctly is not always easy, and a student is handicapped not only by his lack of control of the new sound structure, but also by his lack of knowledge of the new language in general. Understanding the stream of speech involves understanding the vocabulary, grammar and contextual meaning. So that, unlike a native speaker who relies on the heavy redundancy in languages to balance out the normal interference of noise, imperfect transmission of sounds, or muffled articulation, a foreign learner struggles with the whole of the language at the same time, not merely with a few novel sounds. In order to become proficient in understanding and speaking, therefore, he has to learn skills at many levels at the same time. Every aspect of a student's knowledge of the language reinforces every other, and pronunciation teaching should

always be set in a context of genuine language use. It goes without saying, that drilling of isolated sounds has very limited value. In the conditions of the educational language environment, the aim of pronunciation teaching is that a student could produce speech which is intelligible in the areas where he is going to use it. A foreign language teacher should concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like variations.

Psycholinguistic data on stages of language acquisition, on the mechanism of speech formation are closely related to the basic character of rhythmic-intonation concepts in the process of formation of speech ability (Velichkova, L.V., 1996). From the psycholinguistic point of view, the development of rhythmic-intonation skills is a decisive factor for speech ability formation in the studied language both in natural and educational language environment. Rhythm is an assistant in the formation of thoughts, so mental activity is mediated by rhythmic units. In the situation of teaching a foreign language, rhythmic skills are formed at the initial stage, since it is the development of rhythmic-intonation representations from the psycholinguistic point of view that is actively involved in the process of speech generation. Development of speech ability is in close connection with the development of thinking activity, and rhythmic-intonation structures become basic for units of syntactic and lexical levels.

In the process of interaction of the two languages, the acquired skills are transferred from the native language to the new one at any level of the language system, which is a source of interference. Distortion of rhythmic intonation and sound parameters enhances interference from the native language and prevents an adequate understanding of the speaker especially in the conditions of the educational (artificial) language environment. The interfering negative influence of the native language at the pronunciation level is manifested in the form of an accent. A foreign accent is based to a greater extent on the distortion of the rhythmic-intonation pattern of the language being studied. It is because of the high degree of automation of these skills that interference in this area is particularly strong. It is a principle that listening should precede speaking in educational and natural language environment. Clearly, it is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactory what one has not heard without good practice. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the student's possibility to hear the studied foreign language the more the possible. Although, students hear non-native speech in the classroom, they do not hear enough of the studied language in everyday life. So, both extensive and intensive listening practice should be part of the armoury of a foreign language teacher. However, if a student may be good at listening and understanding, it does not mean that he speaks well. A discriminating ear does not always produce a fluent speech. There has to be training in the productive skill of speech as well. In many cases, listening should naturally lead to speaking. This is particularly so at the phonological level where it is essential to develop an ability to recognise a sound before producing it.

In general, the specific nature of the language environment depends on the historical development of regions or countries, their geopolitical situation, ethnic culture, interaction and interaction of existing languages, cultures, migration processes, language policy, etc. Thus, to optimize the process of learning a foreign language in an educational language environment, it is important to take into account the features (historical, geographical, social, cultural, linguistic, etc.) of the country in which the foreign language is being studied. The analysis of social conditions related to the educational system and a foreign language teacher's role is an important step towards creating an artificial language environment, which has a dialogue of cultures as a basic (Myers, G., 2015).

CONCLUSION

The author believes that taking into account the above features is important when recreating a language environment that is as close as possible to the natural one. At the same time, in an educational language environment, all the components of the teaching system must be adjusted when they function in the educational environment, because a student interprets reality through the language being studied. The main component of the educational system is learning conditions, which include the state and social order

as well as the learning environment. The learning environment, in its turn, is understood as a set of three factors: the traditional education system of the country, the current state of the educational system, and the presence / absence of a native language teacher.

A language displays objects and phenomena of reality. The surrounding reality is the same for people of all countries. Therefore, regardless of what language people speak, they all exchange ideas about the same phenomena of the reality. Any situation can be described using any language even though a language of each nation forms its own system of images for the cognition and description of the world.

Regardless of the nature of mastering a foreign language (a natural language environment or an artificially created language environment), effectiveness of its assimilation essentially depends on a student's readiness to integrate into a new ethno- and socio-cultural environment. It depends on a number of factors, including age too, i.e. the older the person, the more difficult it is for him to adapt to a new language environment.

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