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МЕТОДИЧЕСКИЙ ПОТЕНЦИАЛ
ЛИНГВОСТРАНОВЕДЧЕСКИХ МАТЕРИАЛОВ В КОНТЕКСТЕ
ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

Рассматривается методический потенциал лингвострановедческих материалов в контексте формирования межкультурной компетенции обучающихся.

Ключевые слова: межкультурная компетенция, лингвострановедческий компонент, методический потенциал, лингвострановедческие материалы, аутентичные тексты.

According to the definition of A. P. Sadokhin, intercultural competence is a complex of knowledge and skills of a person used for the effectiveness of the process of intercultural interaction with simultaneous verification of the results of communication using feedback [7, S. 254]. A. P. Sadokhin identifies four main types of knowledge and skills necessary for the formation of knowledge, skills and abilities of intercultural competence: 1) socio-cultural knowledge; representing background knowledge about the world (including national cultural characteristics, customs, forms of greeting in a particular culture); 2) communication skills; representing ways of expressing thoughts, feelings, ideas in the process of communication; 3) language knowledge; 4) psychological skills; representing a reaction a communicant on the phenomena of another culture [7, S. 163].

The formation and development of intercultural competence of students is the main goal of intercultural teaching of foreign languages. The implementation of this goal involves solving such tasks as: 1) mastering the culture of their own people by students; 2) forming ideas about the diversity of cultures in their country and around the world; 3) fostering a positive attitude to the cultural differences of other nations and peoples; 4) creating prerequisites for the integration of students into a multicultural environment; 5) mastering foreign language functional literacy; developing productive skills interaction with speakers of other cultures; 6) education in the spirit of mutual respect, tolerant interethnic communication [6, S. 55].

The intercultural competence of students presupposes the possession of a foreign language as a means of foreign language communication. This component of the teaching content includes a system of regional knowledge, as well as linguistic and regional knowledge [5, S. 60].

The linguistic and cultural component assumes knowledge of equivalent and non-equivalent lexical concepts, as well as background and terminological vocabulary and phraseological units of national and cultural specificity. It is extremely important to be able to apply the above-mentioned lexical and phraseological units in various situations of intercultural foreign language communication. According to I. L. Bim, “the linguistic and cultural approach, on the one hand, creates a solid system of skills and abilities for the practical application of language as a means of interpersonal and intercultural communication, on the other hand, schoolchildren acquire extensive cultural knowledge” [1, S. 256].

The linguistic and cultural component occupies a special place in the selection of language material reflecting the peculiarities of the culture of the countries of the foreign language being studied. Such material is equivalent, background, connotative lexical units, customary forms of speech, as well as non-verbal sign languages, facial expressions and everyday (habitual) behavior [3, S. 246]. Linguistic and cultural materials are actively used today in order to form and develop intercultural competence in the lessons of German as a foreign language.

Authentic texts of a linguistic and country-specific nature are widely used in foreign language lessons in the process of teaching reading and listening. Their

application in the practice of teaching a foreign language in secondary school and university increases the cognitive interest and motivation of students. When selecting various texts for reading, it is necessary to take into account the principles of authenticity of information, that is, cognitive value, as well as the principles of accessibility, consistency and logic of presentation, connection with already studied and studied linguistic and grammatical material [4, S. 192].

Special attention should be paid to reading literary texts in a foreign language being studied, in particular, in German, since it is when reading literary texts that students learn to understand and evaluate the actions and feelings of literary heroes to a greater extent than their own [2, S. 41].

Reading authentic texts of a country-specific and linguo-regional nature forms and develops intercultural competence, while positively influencing the personal and emotional state of students, increasing positive motivation to learn a foreign language and thereby providing a further opportunity for successful foreign language communication.

In the context of the formation and further development of the intercultural competence of students, the methodological potential of various linguistic and cultural materials is of great importance. The linguistic and cultural component of intercultural competence implies the use of authentic linguistic and cultural materials in the process of teaching a foreign language in secondary school. The linguistic and cultural component of intercultural competence includes knowledge of equivalent and non-equivalent lexemes, knowledge of background and terminological vocabulary, knowledge of phraseological units with national and cultural specifics and the ability to use them in various situations of intercultural communication, and also involves reading authentic texts of a regional and linguistic nature, including literary texts.

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