TEACHING FOREIGN LANGUAGES VIA ART AND CULTURE IN COMMUNICATIVE TEACHING

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Abstract:
The article discusses theoretical foundations and ways of using innovative methods in teaching a foreign language via art and culture. It looks at linguistic and psychological components of the content of teaching a foreign language and the exploration of innovative approaches. Raising effectiveness of foreign language teaching via art and culture, competency-based approach, updated content of education, communicative teaching method, aimed at developing communication are explained widely with the focus on authenticity.

Keywords: culture, competency-based approach, art, communicative, speech orientation, teaching, components.

Introduction

Creation of an authentic foreign language environment in the process of teaching foreign languages is one of the important problematic issues of modern methodology. The effectiveness of foreign language teaching depends on how successfully teachers master new approaches in modern school education and whether they introduce these ideas into the practice of teaching a foreign language.

A future foreign language teacher should understand that updating implies:
✓ changing the goals and outcome of learning;
✓ reducing the number of hours required to master the content;
✓ changing methods, approaches and technologies for mastering educational content;
✓ individualization of the process of teaching a foreign language;
✓ changing standards, programs, curricula in a foreign language.

All foreign language school teacher must be prepared to update all components of teaching including the following components:
✓ scientific - theoretical approach and principles of teaching;
✓ learning objectives;
✓ content of training;

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✓ means, techniques and methods of teaching;
✓ methods and forms of monitoring the learning outcome.

The updates affect the technological side of training, i.e. the "art" of teaching a foreign language. A new approach to teaching a foreign language known as competency-based approach, the essence of which is that the implementation of updated content and the use of innovations in teaching will be the basis for the formation of a set of competencies of students (linguistic, speech, sociocultural, educational-cognitive and compensatory); and the process of mastering the content will be of an active nature.

In order for the country to develop socially, economically and spiritually, literate, mobile and qualified people are needed, which requires improving the quality of mass education by modernizing the entire education system, strengthening its flexibility, efficiency, focus on the student's personality, the development of his activity and creativity. Modernization of education implies changing the goals and planned outcome of education, reducing the volume of compulsory content, changing methods and technologies for mastering content at all levels of education, individualizing the learning process, and the possibility of variable education systems. [1]

Modernization of education will be carried out from the standpoint of the competency-based approach. The essence of the professional development is that the updated content of education will be the basis for the formation of the student's competence, and the process of mastering the selected content will be of an activity-based nature. The competencies being formed have a number of characteristic features:

1. They are multifunctional, because can be implemented in the student's everyday life to solve various problems, to solve professional problems, to fulfill social roles;
2. They are cross-disciplinary and interdisciplinary;
3. They ensure further intellectual development of the student, his thinking, self-esteem, self-reflection;
4. They are multidimensional, that is, they can be characterized from the point of view of the development of the student's mental abilities and from the point of view of the development of various skills, including intellectual skills.

In general, the developed competencies can be realized by students autonomously, interactively or socially oriented. One of the tasks of modernizing education is to identify key competencies on interdisciplinary basis. At the same time, it is very important to take into account the psychological and pedagogical conditions of training (by level). [2] It is unthinkable to determine the content of teaching a foreign language without turning to linguistics - a science that studies languages as certain code systems. It is widely recognized that people use language (a code system) to communicate and thus, they communicate using it. The methodology studies problems associated with teaching a foreign language - that code that is comprehensively studied in linguistics. Thus, linguistics describes the norm of language, that is, the accepted speech use of linguistic means, a set of rules (regulations) that regulate the use of linguistic means in an individual's speech. [3] For the methodology of teaching foreign languages, the distinction made in science between language and speech is important. Modern linguistics understands language as a socially significant code and the rules of its functioning, enshrined in the consciousness of a group of people. In other words, language is a system of linguistic means necessary for communication and

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the rules for their use. Speech refers to the implementation of the language system in specific acts of communication. The concept of "speech" includes both the process itself and the products of this process - speech works. Language and speech, although they constitute two sides of one phenomenon, a single whole, operate with units specific to each side.

The development of sciences related to methodology (the emergence of psycholinguistics, social psychology, activity theory) gave rise to the development of an activity-personal-communicative (in practice it is usually called "communicative") method, in which the focus is on the formation of communicative competence, and great attention is paid to taking into account personal characteristics of the student, communicative motivation of the educational process. The technology of the communicative teaching method - learning based on communication - allows you to achieve such results. Communication-based learning is the essence of all intensive foreign language teaching methods. Communicative teaching of foreign languages is activity-based in nature, since verbal communication is carried out through speech activity, which, in turn, serves to solve the problems of productive human activity in conditions of "social interaction" of communicating people. [4]

The basic principles of constructing training content using the communicative teaching method are the following:

Speech orientation, i.e. teaching a foreign language through communication. The communicative method was the first to put forward the position that communication should be taught only through communication. A foreign language teacher teaches students methods of speech activity, so we talk about communicative competence as one of the main goals of teaching a foreign language. The goal of education in all types of educational places is not the language system, but foreign language speech activity, and not in itself, but as a means of intercultural interaction. Language is an element of culture; it functions within a certain culture. Consequently, we must be familiar with the features of this culture, the features of the functioning of language in the culture. And here we are already talking about the formation of regional studies competence. [5]

In foreign language lessons, it is necessary to stimulate students' speech thinking, which can be done in the following cases:

in working with text (inferring from the text);

in working with a problem (role-play and problem-solving);

in working with game tasks (game challenge).

Therefore, in order to develop students' necessary skills in one or another type of speech activity, as well as linguistic competence at the level determined by the program and standard, active oral practice is necessary for each student in the group. On the basis of the above articles, we can define the goals of culture teaching for Korean language education as follows:

- to understand socio-cultural meaning implied by the typical Korean society
- to understand Korean view of the world and worth objectively and systematically
- to get profound comprehension of Korean culture by understanding the difference between Korean and their own cultures.

Stern classified the contents of culture teaching as six categories; places, individual persons and way of life, people and society in general, history, institution, art, music, literature and other major achievements. [10] In the field of Korean language education, the systematic approach to teaching culture in Korean language education was dealt in the researches of Min Hyeonsik (1996), Cho

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Hang-rok (l998, 2000), Lee Hai-young(2000) and others. In their works, they suggested elements of the culture according to the language learners' abilities.[11]

In Korean language education, there has been a growing focus on the teaching of culture. However, there is a lack of research on the syllabus and teaching techniques specifically related to Korean culture. This article aims at addressing this gap by defining a cultural syllabus and presenting various teaching and learning techniques. Further research is needed to analyze the learners' needs in cultural education and develop guidelines for creating textbooks.

Functionality, presupposes, first of all, awareness of students of the functional purpose of all aspects of the language being studied, i.e. Every student must understand what practical language proficiency can give him/her personally. Speech activity has three sides: lexical, grammatical, phonetic. They are inextricably linked in the process of speaking. It follows that words cannot be acquired in isolation from their forms of existence (use). Functionality is manifested precisely in the fact that the object of assimilation is not the speech means themselves, but the functions performed by these means. The functionality of teaching as a whole is ensured by the communicative, functionally adequate behavior of the teacher and students.

Situational principle, in other words, a role-based organization of the educational process has a profound role in Communicative Language Teaching, carried out on the basis of situations understood as a system of relationships. It is fundamentally important to select and organize material based on situations and communication problems that interest students of each age. The situation exists as an integrative dynamic system of social-status, role, activity and moral relationships between the subjects of communication. It is a universal form of functioning of the learning process and serves as a way of organizing means, a way of their presentation, a way of motivating speech activity, the main condition for the formation of skills and the development of speech skills, a prerequisite for teaching communication strategies and tactics.

The cultural approach determines the methodological system of teaching English as a second foreign language, i.e. goals, content and general principles of training, and also defines a training model that describes techniques for developing intercultural competence and the implementation of these techniques in a set of specific exercises. This model is based on particular methodological principles of the cultural approach, reflecting the specifics of the formation of intercultural competence in the process of teaching intercultural communication in English. We can highlight the following particular methodological principles that underlie culturally oriented teaching of the English language:

- the principle of speech orientation of the learning process;
- the principle of oral learning;
- the principle of adequacy of exercises to the characteristics of speech activity in English;
- the principle of modeling situations of intercultural communication in the learning process;
- principle of consciousness;
- the principle of rational use of the native and first foreign languages in the learning process;
- principle of modularity;
- the principle of feasibility, consistency and sufficiency of exercises for the formation of intercultural competence;
- the principle of taking into account the personal needs of students.

The principle of speech orientation means that priority in the learning process is given to exercises of a conditional speech and speech nature. This principle is fully consistent with the nature of the skills developed in the process of learning intercultural communication in English. [6] Currently, in the methodology of teaching foreign languages, a classification of skills has been adopted by lexical, phonetic, grammatical, spelling, and further by language and speech, as well as receptive and productive. The practical goal of training is the formation of intercultural competence, i.e. ability to carry out speech activity and interaction in situations of intercultural communication. In the learning process, it is logical to develop speech skills of intercultural competence, i.e. skills of intuitively correct use of lexical and grammatical units, as well as units of non-verbal communication in the process of speech activity in situations of intercultural communication. Speech activity in the process of intercultural communication has two sides - receptive and productive, as well as two forms - oral and written, and is implemented in four types: listening, speaking, reading and writing. In these types of speech activities, speech skills are consolidated.

Students master speech skills and abilities by training them consistently in listening, speaking, reading and writing. The principle of modeling intercultural communication situations in the learning process involves modeling the parameters of an intercultural communication situation that are important for the reception and production of speech activity and interaction with representatives of English culture. These parameters are the participants in communication, their value systems, communicative intentions and communicative expectations, the roles of participants in intercultural communication, and their background knowledge.

The principle of consciousness in the process of developing intercultural competence is based on the use of comparative-linguistic and comparative-cultural exercises, identifying the characteristics of intercultural communication and the formation of knowledge and ideas about intercultural competence. The principle of modularity. The learning process can be organized on the basis of modules corresponding to the study of the characteristics of English culture, native culture, and perception from the perspective of two cultures. The principle of feasibility, consistency and sufficiency of exercises for the formation of intercultural competence is implemented by minimizing educational material and ensuring its maximum repetition in various exercises for the purpose of further use in speech activity in situations of intercultural communication. The principle of taking into account the personal needs of students orients the teacher towards the motivational sphere of English language learners. All psychological MOTIVES are divided into three groups: intellectual, moral, emotional and aesthetic. Moral and emotional-aesthetic motives are satisfied by the selected and organized content of training, and intellectual motives are satisfied by ensuring speech orientation and situational conditionality of tasks. The principle of taking into account the personal needs of students is implemented by ensuring the problem orientation of comparative linguistic and comparative cultural exercises. [7]

So, one of the goals of teaching English is to develop intercultural competence based on a cultural approach. Achieving this goal is due to the implementation of a number of principles that determine the choice of teaching methods and management of the learning process. One of the most effective methods of bringing culture into the class is using internet resources both in class and outside of class time. The teacher can conduct group and individual work with children using educational programs with game elements: "Triple Play Plus", "Euro Talk. Elementary", "Euro Talk. Intermediate", "Professor Higgins," "Learn to Speak English". Using a microphone and

automatic pronunciation control allows teachers to improve pronunciation and develop phonetic skills. To work with the whole class, programs that provide the opportunity for children to participate in the learning process are used. [8]

Thus, the introduction of computer technology creates the prerequisites for an effective educational process. [9]

1. Recently, a new way of receiving and transmitting information has become widespread - multimedia. The basis for multimedia is the computer widely used in foreign language classes. "Multimedia" means computer technology that uses not only text to present information, but also graphics, color, animation, video images in any combination. Nowadays, "multimedia" textbooks have already been created - these are textbooks in the creation of which multimedia is used, that is, technologies for transmitting color, sound, graphics in any combination. Most multimedia textbooks are developed with the help of hypertext technologies (technologies that provide search for given topics and text arrays). The advantages of a multimedia textbook include the ability to provide quick feedback, quickly find the necessary information, along with a short text - show, tell, model, and so on. In a multimedia textbook, you need to make maximum use of multimedia capabilities: slide shows, cartoons, voice-over videos. Thus, with the help of multimedia technologies, individualization of learning is achieved, since each person can work at a pace convenient for him, choosing the optimal speed of assimilation of the material. [5]

2. There is a powerful tool that connects tons of millions of computers - the Internet. The Internet provides virtually unlimited possibilities for using a personal computer in various areas of human activity. While learning a foreign language, you can complete tasks and exercises contained in documents on Internet sites, correspond via email in the language you are learning, participate in virtual communication clubs - teleconferences, exchange text messages in real time, talk on the phone, watch videos and films.

Thus, the study of innovative approaches made it possible to identify the relevance and importance of using art and culture in teaching foreign languages. Internet and online resources play and important role in creating authentic environment in foreign language class.

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