

Intercultural interactions: specifics of adult foreign language acquisition

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Annotation. The article discusses the main socio-psychological prerequisites that influence the formation of foreign language sociocultural competence, with a particular focus on adult learners. An analysis of teaching foreign language learners through the prism of a communicative approach based on the motivational and emotional sphere and to highlight those aspects of the organization of training that have a positive impact on the formation of foreign language communicative competence of learners is provided.

The psychological, personal, social, and professional burden on the learner is significant and sometimes excessive. Compared to children, adults are significantly more fearful of making errors, losing trust, and appearing uninformed. Criticism, ridicule, fear of losing respect, fear of making mistakes are the main enemies of learners in learning a foreign language. When choosing an approach to structuring and presenting material for teaching adults a foreign language, it is necessary to take into account that the role of the teacher is changing: from a single source of knowledge, he or she is turning into a tutor and advisor.

Furthermore, the article emphasizes the importance of a communicative approach based on the motivational and emotional sphere in teaching foreign languages to adult learners. It also highlights the need for further research on the socio-cultural component of adult foreign language training and the influence of the motivational and emotional sphere on the effectiveness of learning. Mental pressure and strain on adult learners is vast, and modern methods of teaching foreign languages should be oriented towards real-life communication conditions to provide professional recognition and realization. The formation of socio-cultural competence is a complex process that requires a socio-psychological approach.

Keywords: intercultural interaction foreign language, foreign language learning, personal activity approach, socio-cultural competence, socialization, lexical difficulties.

Міжкультурна взаємодія: специфіка вивчення іноземної мови дорослими

Анотація. Авторки статті розглядають соціально-психологічні передумови, що впливають на формування іншомовної соціокультурної компетенції. У статті проведено аналіз навчання іноземної мови крізь призму комунікативного підходу з урахуванням

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мотиваційно-емоційної сфери та виділення тих аспектів організації навчання, які позитивно впливають на формування іншомовної комунікативної компетентності дорослих, що вивчають іноземну мову.

Психологічне, особистісне, соціальне та професійне навантаження на дорослого, що вивчає іноземну мову, є значним, а часом і надмірним. Критика, глузування, страх втратити повагу, страх зробити помилку – головні вороги у вивченні іноземної мови. Обираючи підхід до структурування та подачі матеріалу для навчання іноземної мови дорослих, необхідно враховувати, що змінюється роль викладача: з єдиного джерела знань він перетворюється на порадника.

Крім того, у статті підкреслюється важливість комунікативного підходу, що базується на мотиваційно-емоційній сфері, у навчанні іноземних мов дорослих учнів. Також підкреслюється необхідність подальших досліджень соціокультурної складової іноземної мовної підготовки дорослих та впливу мотиваційно-емоційної сфери на ефективність навчання. Формування соціокультурної компетентності – складний процес, який потребує соціально-психологічного підходу.

Ключові слова: міжкультурна взаємодія, іноземна мова, вивчення іноземної мови, особистісно-діяльнісний підхід, соціокультурна компетентність, соціалізація, лексичні труднощі.

Introduction

Continuous self-education is the main educational paradigm in the modern world, as rapid changes encourage individuals to improve themselves. The consistent integration of Ukraine into global educational programs, the possibility of studying and training our specialists abroad stimulates the acquisition of a foreign language. Mastering the culture of speech, understanding the socio-cultural context, basic rules and behavioral models is an important condition for effective professional and personal communication.

The issues of motivation of adult learners for self-improvement, in particular for learning a foreign language, psychological factors of these processes and characteristics of the learners are actively studied by Ukrainian and foreign scholars.

Particularly noteworthy are the studies of G. Gardner, P. Jarvis, and P. Pimsleur. Methodological principles of teaching foreign languages in the process of professional training were created by: C. Kennedy, T. Hutchinson and A. Waters. Among the domestic scholars who study the psychological and pedagogical features of continuing education are I. Ziaziun, O. Uvarkina, N. Nychkalo, S. Sysoieva. However, the socio-cultural component of adult foreign language training, the influence of the motivational and emotional sphere on the effectiveness of learning requires further research.

The purpose of the article is to analyze the peculiarities of teaching foreign language learners through the prism of a communicative approach based on the motivational and emotional sphere and to highlight those aspects of the organization of training that have a positive impact on the formation of foreign language communicative competence of learners.

Results

When choosing an approach to structuring and presenting material for teaching adults a foreign language, it is necessary to take into account, first of all, that the role of the teacher is changing: from a single source of knowledge, he/she turns into a tutor and advisor. This is a key factor in the learning process, thanks to which subject-subject pedagogical interaction takes the form of a partnership, which weakens criticism, because the purpose of learning is not to evaluate, but to help. Students become active participants in the educational process, taking responsibility for learning the material, for their own motivation and progress. To start studying as an adult means to recognize the need for further self-development and self-

improvement, to critically evaluate one's capabilities, skills and abilities. The first step is to support the learner and help them create a learning strategy. After attending several sessions, the student should be assured that everything will go smoothly, that no one is mocking their errors or criticizing them. Changing the usual roles in teaching adults a foreign language is an important point. The teacher should prepare for this especially carefully, as it is necessary to take into account both the professional inertia of the teacher and the learning experience of the students (usually quite rich, but not always effective). Developed skills of independent work, intellectual activity, interest in classes and awareness of one's own role and responsibility for the result in learning a foreign language are the main conditions for successful mastery of the educational material, which involves the development of foreign language communication skills. The teacher's task is to ensure the interconnection of the motivational, emotional and intellectual spheres of students during group work.

The emotional burden, as well as social, and professional pressure on the listener is significant and sometimes excessive. This should be taken into account when building relationships in the group. Formulated accordingly, the purpose of the tasks and the expected result, triggering the mechanism of internal responsibility, self-actualization of the student, will make the learning process personally meaningful, and praise and support are key. Unlike children, adults are significantly more fearful of making errors, losing trust, and appearing uninformed.. Fear of losing respect, fear of making mistakes are the main enemies of learners in learning a foreign language. When choosing an approach to structuring and presenting material for teaching adults a foreign language, it is necessary to take into account, first of all, that the role of the teacher is changing: from a single source of knowledge, he or she is turning into a tutor and advisor. This is a key factor in the learning process, thanks to which subject-subject pedagogical interaction takes the form of a partnership, which weakens criticism, because the purpose of learning is not to evaluate, but to help. Students become active participants in the educational process, taking responsibility for learning the material, for their own motivation and progress. To start studying as an adult means to recognize the need for further self-development and self-improvement, to critically evaluate one's capabilities, skills and abilities. The first step is to support the learner and help them create a learning strategy. After attending several classes, the learner should be convinced that everything will work out, that no one is laughing at their mistakes or criticizing them. Changing the usual roles in teaching adults a foreign language is an important point. The teacher should prepare for this especially carefully, as it is necessary to take into account both the professional inertia of the teacher and the learning experience of the students (usually quite rich, but not always effective).

Developed skills of independent work, intellectual activity, interest in classes and awareness of one's own role and responsibility for the result in learning a foreign language are the main conditions for successful mastery of the educational material, which involves the development of foreign language communication skills. The teacher's task is to ensure the interconnection of the students' motivational, emotional and intellectual spheres during group work. The psychological personal, social, and professional burden on the learner is significant and sometimes excessive. This should be taken into account when building relationships in the group. Formulated accordingly, the goal of the task and the expected result, triggering the mechanism of internal responsibility, self-actualization of the student, will make the learning process personally meaningful, and praise and support are key. Compared to children, adults are significantly more fearful of making errors, losing trust, and appearing uninformed.. Criticism, ridicule, fear of losing respect, fear of making mistakes are the main enemies of learners in learning a foreign language.

It's worth noting that grading answers in foreign language classes can affect a student's motivation. Traditional verbal assessments should be well balanced to encourage and motivate the learner to further actions and achievements, and in no case should they compare the

achievements of different learners with each other, since the process of acquiring new knowledge and developing skills is purely individual and depends on personal traits and psycho-physiological characteristics of the person. Unfortunately, most students have experience of learning in conditions where achievement motivation has almost completely replaced intrinsic motivation, and the main motivation for action was to do as well as someone else, not to be different, to be like everyone else. Thus, maturity as an integrative psychological formation, as the ability to respond to changes in the conditions of social life and successfully adapt to them; responsibility for one's subjectivity; transition from support from others to self-support, does not come along with physiological maturity. Accordingly, it is worth paying special attention to building an intrinsic motivational strategy for teaching students. A person who is able to experience the joy of learning through intellectual emotions is more active in the learning process. In addition, in conditions of active intellectual search, the general background of communication changes, the pleasure of acquiring new knowledge increases the positive impetus, gives a charge of a positive attitude to life, and increases self-esteem. Moving away from the formalization of the learning process is a rather difficult path, since it is, in fact, the embodiment of the eternal philosophical question: to be or to seem? It is this question that determines the strategy of life, the path of self-improvement, the motives of actions, and the driving forces of the individual. It is crucial for building a motivational strategy in teaching a foreign language. If you have an answer to the question "why?", you can look for an answer to the next question "how?"

Recognition is one of the main factors influencing the successful professional realization of an individual. Since in the context of globalization, country borders are no longer a deterrent, we can talk about the existence of huge opportunities for people who are looking for themselves, their place and professional recognition. Knowledge of a foreign language is a prerequisite for this [1, 2, 3]. Ukraine's international contacts and ties with foreign partner countries make modern methods of teaching foreign languages oriented towards real-life communication conditions. Therefore, foreign language learning groups that are professionally oriented have an advantage. It has already been mentioned above that if we already know "why?", the question arises "how?" Considering language as a tool for communication, one can find a vector for structuring the learning material that lies on the surface: communication.

Through the prism of the communicative approach to learning foreign languages, it is possible to structure the learning process in such a way that the tasks are as close to real life as possible, according to the required levels of language skills, the areas of use and the conditions of real professional communication, which involves the selection of lexical items, grammatical structures, dialogic and monologic situations.

The complex combination of the above aspects, namely: changing roles in the subject-subject pedagogical process, support for students, ethical assessment, consideration of age and professional deformities, emphasizing intrinsic motivation, and maximizing the approximation of learning to reality through professional orientation and a communicative approach to teaching a foreign language, has a positive impact on learning success.

Another aspect of foreign language training that should be highlighted is the authenticity of the teaching material, since speech perception plays an exceptional role in both professional and everyday communication [1, 3].

Intercultural dialog (and this is the only level of communication that is the norm) involves mutual understanding. Mutual understanding consists of the awareness of the commonality and dependence of one culture on another, the socio-cultural aspect of the participants' acquisition of the socio-cultural status of a subject, the awareness and understanding of the values of another culture, and involves cooperation and joint activities in the presence of personal, emotional and semantic contacts. Without these conditions, mutual understanding is impossible, because the main prerequisite for mutual understanding, its basis, is culture,

namely the cultural background and attitude to culture, which constitute the mentality of a person and, regardless of his or her will and consciousness, control his or her feelings, words and actions.

The development of intercultural communication abilities, i.e., adequate mutual understanding of two or more participants in a communication act belonging to different national cultures, makes a number of personal parameters relevant that have not been the subject of scholarly attention until recently. First of all, we are talking about the formation of such personality qualities as openness, tolerance and readiness for communication. Openness is freedom from prejudice towards representatives of other cultures. This quality is associated with a person's ability to tolerate manifestations of what is alien and unusual in other cultures, and readiness for intercultural communication.

The formation of socio-cultural competence is not only a pedagogical problem, but also a socio-psychological one. Mental development of a person occurs through the assimilation of universal experience through subject matter and language. Throughout life, a person continuously adapts to others. In other words, socialization is the process of integrating an individual into society, into different types of social communities through the assimilation of cultural elements, social norms and values, on the basis of which socially significant personality traits are formed. This is the process of mastering social roles of a personality. The function of socialization, as one of the functions of culture, is synthetic and unites and subordinates all the others. Thus, the process of socialization is the assimilation by an individual of a certain system of knowledge, norms and values (i.e. culture in its various manifestations) that allow him/her to act as a full member of society.

The assimilation of national culture occurs not only during the socialization of a child, but also in the process of "acculturation", which is the process of adaptation of a communicator to a new culture as a result of contact with it, that is, the process of assimilation by a person brought up in one culture of elements of another culture, subculture, worldview, including stereotypes of language communication. In one's own culture, a person is in a state of equilibrium; when the environment changes and one encounters a foreign culture, the equilibrium is disturbed, causing stress. There is a need to adapt to the new environment and define one's own role. When you come into contact with another culture, there is a dissonance of mentalities, worldviews, and values, which causes a crisis of identity and culture shock. The movement of communicators towards each other through the transformation of various aspects of communication involves the formation of a personality at the crossroads of cultures [3]. Therefore, the task of a foreign language teacher is to form a secondary language personality capable of participating in intercultural communication.

From a social and psychological point of view, the learner's personality should be ready for secondary acculturation. These are: awareness of one's own identity and its presentation - the ability of an individual to be aware of the world, i.e., the understanding that one's own perception of the world is conditioned by socio-cultural factors and collective mentality, which are not easy to change; but this also means the ability of an individual to present his/her world to representatives of another culture in their language; role distance - the ability of an individual to abstract from his/her own position (role), to look at it from the outside, while realizing that there are other perceptions of the world that are as natural as his/her own empathy - the ability of an individual to enter the situation of another, to try to understand his/her "normality"; outside the language environment, this happens indirectly through texts, films, paintings; the ability of an individual not to be afraid of meeting the "other", not to avoid it, but to make contact, withstanding conflicting expectations and demands; that is why it is in practical foreign language classes that students should be given the opportunity to meet the "other", analyze and discuss their perception.

Culture can be figuratively compared to an iceberg with only a small part of its mass on the surface of the water, while most of the iceberg is hidden underwater, but the visible and invisible parts of culture are inextricably linked. The visible part, which is on the surface, is formal culture. The invisible part of culture is the informal level of culture, where all actions and behavior occur automatically, almost unconsciously. Awareness manifests itself only in extreme or unusual situations during contacts with representatives of other cultures. The rules of behavior at this level are determined subconsciously and are controlled by feelings that indicate that something is not going as it should be. That is why behavioral assessment is highly emotional, as violations of unwritten rules have a serious impact on relationships between people. Language plays a special role in this, since language, or rather speech (speech behavior, speech activity), is a means of transmitting social experience, within which social norms of behavior are a specific national form of manifestation of the universal and organizational functions of culture. Social norms of behavior are a necessary condition for the existence of society, regulating the social interaction of people in the course of their practical activities.

One of the biggest obstacles to successful communication is not errors in language, but errors in communication behavior. Experience shows that native speakers tend to easily forgive phonetic, lexical or grammatical mistakes made by foreigners, but react quite painfully to violations of the etiquette of speech and non-speaking behavior that is accepted in this language community. Communicators have to use certain formulas according to the communication situation. Native speakers acquire them in the process of socialization and intuitively choose the necessary means of communication based on extralinguistic conditions, among which the degree of formality of the relationship between communicators is of particular importance.

Based on the study of the needs of professional foreign language communication, levels of socio-cultural interaction, the structure of the foreign language teaching material has been developed, which provides for the implementation of the above principles of teaching and creates quasi-professional communication situations. The blocks of the discipline contain the following content components:

- adaptation to staying in the country of study (everyday communication on a specific list of topics, immersion in the country's culture, behavioral patterns, traditions, holidays)
- professional activities (communication with colleagues, public speaking skills);
- political and cultural life of the country of study (cultural, historical and political features of the country of study).

Methods of conducting practical foreign language classes, peculiarities of assessing adults during learning, actions of a tutor teacher designed to involve the motivational, emotional and intellectual spheres of the student in the process of forming new social and psychological roles that he or she will have to perform in professional activities where the main use of a foreign language or stay in the country of study will be the main one.

Language difficulties are determined by the level of understanding of the information contained in the text (full understanding of the information, understanding of important ideas, purposeful selection of information); type of text (description, narration, message; monologue, dialogue); subject/topic; volume (number of words in it). Logical emphasis is of great importance for adequate understanding: it carries the main semantic load. Lexical difficulties arise not only in the case of a quantitative increase in vocabulary and its diversity (which is typical for the second year), but also when words are used in a figurative sense, when there are words that do not have a large information load, when amorphous, unmotivated words and phraseological turns are used. However, the appropriate structuring of the learning material from simple to complex, with the use of authentic language sources, will allow students to cope with the tasks, feel their own strength, track their progress and develop their skills, which is very important for the formation of sustainable internal motivation.

Conclusions

The general psychological background of communication changes in the context of active intellectual search, the pleasure of new knowledge gives a positive attitude to life, and increases self-esteem. The system of exercises based on the material of socio-political audio or video stories, involving the motivational and emotional sphere of the student through the implementation of a personal-activity approach to teaching foreign languages, gradual overcoming of difficulties in understanding the message, studying authentic lexical material to adapt to professionally oriented vocabulary will contribute to the successful formation of foreign language professional competence of students of language courses at the Academy. This, in turn, will allow specialists to perform their tasks at a high professional level and implement the conceptual foundations of continuous self-education.

Today, the issue of ensuring the integrity of teaching all types of speech activities based on the communicative model remains open. Undoubtedly, the declared communicative and personal-activity approaches to teaching foreign languages to adults need further research, specification and adaptation to real conditions, taking into account the preparation and use of teaching and learning materials in accordance with the subject matter for the formation of foreign language professionally oriented socio-cultural competence of students.

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