

Секция «Лингводидактика: актуальные проблемы обучения иностранным языкам в ВУЗе»

## Current Trends in Integrated Teaching Foreign Languages and Culture

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The growing globalization, the dominance of English as a language of intercultural communication, the constant increase in personal and professional contacts at the international level, the emergence of new opportunities for academic mobility and career growth (through the use of various digital tools and communication means) have significantly changed the requirements for training of young specialists.

Successful personal and professional self-realization of modern graduates depends on their skills of intercultural communication and the ability to share their comprehensive knowledge in the subject area with experts from other countries. This requirement is enshrined in the State educational standards and is formulated as follows: university graduates should have “the ability to communicate in oral and written forms in Russian and foreign languages in order to solve problems of interpersonal and intercultural interaction” [FSES 2015: 7].

An innovative project ‘Atlas of Emerging Jobs’ (developed with the joint participation of the Moscow School of Management SKOLKOVO and the Agency for Strategic Initiatives) contains a list of cross-professional skills and abilities required for high demand jobs of the future. Multilingual and multicultural abilities are among the major universal characteristics of competitive specialists, that is also reflected in the latest version of the Common European Framework of Reference for Languages (CEFR).

An urgent task for modern linguists, methodologists and pedagogical designers is to increase the effectiveness of training future prospective specialists. In this context, the phenomenon of integration comes to the fore, implying “the process of unification, synthesis or cooperation that occurs or is carried out in education regarding the objects of different nature” [Skvortsov 2014: 42].

The most effective ways of implementing the integrative approach into the education system are methodological models of Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP), where a foreign language acts as a means of forming professional knowledge and skills, as well as a means of professional knowledge enrichment.

The theoretical basis for the development of an integrated culture-based course in English lies in the idea of a close relationship between language and culture that many linguists, philologists, philosophers and anthropologists prove (Armstrong N., Hall E., Trager G., Samovar L., Porter R., McDaniel E., Elizarova G.V., Kabakchi V.V., Ter-Minasova S.G., etc.). The feasibility of such an interdisciplinary course is provided by the English language of intercultural communication, which acts as a “lingua franca”, i.e. “an auxiliary language used to enable routine communication to take place between groups of people who speak different native languages” [Crystal 2008: 282].

The unique ability of global English to adapt its linguistic potential depending on the specific communication situation allows students to get acquainted with “foreign” cultures, as well as

adequately represent “native” culture on the world stage. Such a cultural exchange facilitates the relations between different states and develops intercultural sensitivity of the world society.

The relevance of interconnected teaching English and culture (Russian or regional) lies in the importance of presenting Russia and its culture to the outside world and the need to overcome negative stereotypes that have historically developed in the Western world. An example of a bias towards our state is given by Yuzefovich N. G.: “... negative stereotypes have become entrenched in the dictionary, for example, in Webster’s Third New International Dictionary, Ivan: Russian, especially a Russian soldier” [Yuzefovich 2014: 281].

The traditional framework for culture-based courses in English can be based on English-language guidebooks dedicated to the cultures of different Russian regions (for example, St. Petersburg and Moscow). Moreover, various digital tools offered by modern museums can become an additional authentic resource. The use of ‘Virtual visit’, online art collections, digital archives, audio and video materials contributes to “the formation of a creative multicultural linguistic personality interested in mutual enrichment and mutual understanding of the world nations and in preserving the values of global culture as a whole” [Getmanskaya 2019: 393].

Digital tools make a significant contribution to the formation of professionally oriented foreign language competence of students, improve all language skills (listening, speaking, reading, writing), and are a rich source of professional vocabulary. Furthermore, such authentic resources maintain a keen interest of students in the subject, develop their creative and research capacity, prepare them to participate in intercultural interaction at a professional level.

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