

Another distinction that is often made is between intensive reading and extensive reading. The former applies to the way short texts are to close and detailed classroom study. Extensive reading, on the other hand, means the more leisurely reading of longer texts, primarily for pleasure, or in order to accumulate vocabulary, or simply to develop sound habits of reading. This is typically done outside class, using graded readers, authentic texts, or literary texts.

There is some argument, however, as to the value of a “skills and strategies approach to teaching reading. Most adult learners of English come to English – texts with already well-developed reading skills in their own language. They already know how to skim, scan, use context clues, and enlist background knowledge, and so on. What makes reading difficult is not so much lack of reading skills as lack of language knowledge. That is, learners lack sufficient vocabulary and grammar to unpack sentences and they cannot easily identify the ways that sentences are connected. This can result in “tunnel vision”, with readers becoming distracted by unfamiliar words, at the expense of working out meaning from context.

On the other hand, it can also result in an overre-

liance on guesswork, and on superficial “text attack” strategies such as skimming. These suggest that texts need to be chosen that do not over-stretch learners’ ability to read them fluently. At the same time, should not be so easy that burners can process them simply by skimming. It also means that tasks need to be chosen that both match the original purpose of the text, and that encourage burners to transfer their first language reading skills. Such tasks are likely to be those that motivate learners to want to read the text. This might mean activating interest in the topic of the text, through, for example a pre-reading quiz. At the same time classroom reading texts should be exploited, not just for their potential in developing reading skills, but as sources of language input. This will involve, at some point, detailed study of the text’s formal features, as its linking devices, its collocation or its grammar.

-
1. Scott Thornbury (Macmillan books for teachers) 2006
 2. The reading Teacher. Journal W. and Volume 64. – May 2011.
 3. Sporer W., Brunstein J.C., Kieschre U (2009) Improving students’ reading comprehension skills.

Г.А. Каринбаева

LANGUAGE LEARNING AND INTERCULTURAL COMMUNICATIVE COMPETENCE

All reflections on foreign language study resemble an attempt to look back to the period when communicated freely among themselves, lived happily and were not divided by language, customs and culture, i.e. the times before the Tower of Babel was erected. The Scriptures view the mixing of the languages, which is seen today as an example of the world’s diversity, as a curse, a second punishment for the original sin.

The ability of representatives of different nationalities and cultures to communicate freely guarantees success not only of the free exchange of information, knowledge and cultural values, but also for overcoming religious and national feuds.

The mastery of a foreign language, as is well known, presupposes not only familiarity with the rules of grammar, but also a certain store of words and the specifics of their usage. The ability to speak a language, and consequently the evaluation of the level of language skills, is inextricably linked with

understanding the history, culture, and customs of the people speaking this language.

There are numerous theories in foreign language teaching. Each of them, in our opinion, has its place and importance in the teaching process. Over the past few years, multilingualism has been viewed as a necessity for the existence. The ability to speak several languages is linked not only with economic, but also, and to a much greater degree, with general educational issues, as a factor for the overall political and cultural development of the individual. For this reason, the cultural element acquires particular importance in foreign language teaching, i.e. the emphasis is put on the cultural specifics of the people whose language is being studied. Mastering a foreign language is transformed from a form of enlightenment into a mechanism for developing culture, a means of forming a view of the world and man inside it.

Mastering a foreign language runs parallel to familiarization with the greatest works of the foreign art

and literature. Of special importance is the approach whereby study of the target language is seen not as an end, but as means for accessing the essence of a different culture, a different national character and mentality. This facilitates the gradual “fostering” and development of tolerance to the foreignness, otherness. Tolerance is not only forbearance, but the acknowledgment of another viewpoint, another personality and culture. The objective of Europe, according to U. Eco (Эко) is the move towards multilingualism, finding a political unity through multilingualism.

Multilingualism is the true expression of unity in Europe.

How is the present political and economic situation reflected in foreign language training? What do we need to change in teaching and learning a foreign language in this multilingual environment?

The cultural ethnolinguistic concept of foreign language teaching presupposes not taking the communicative approach and purely communicative competence as the objective of training to extremes. It would be more precise to speak of communicative orientation of the learning process.

Intercultural competence comes to the fore. In other words, foreign language teaching becomes intercultural teaching, learning how to understand the foreigner, aimed at overcoming xenophobia

and existing stereotypes. Such intercultural training includes the following components (cf.

Бердичевский, 2002):

- linguistic: lexis, grammar, speech patterns, etc.
- historical: differences in the assessment of the two countries' past;
- practical: rules necessary for orientation in the country;
- aesthetic: differences in lifestyle, clothing, etc.;
- ethical: differences in the norms of behavior;
- «stereotypical»: established stereotypes in attitude towards the own culture and the

The intercultural training is distinctively dialogical in character.

The new approach to foreign language teaching also requires new methods, means and forms of teaching. This is particularly true for the development of a new type of textbooks, new generation textbooks. In this type of educational process, the source culture and the target culture play an

important role. They are being compared and juxtaposed, as a result of which a new type of linguistic personality is formed. It shapes a new attitude to national identity, to target and source culture.

The solution to this problem necessitates a reform of the traditional educational system, the main aspects being: early foreign language training, use of the foreign language as a training method

(bilingual training, whereby different subjects are taught both in the source and target language), increase in the number of languages studied on a modular principle, i.e. not all aspects of the language are studied but only certain ones (e.g. computer English, Russian in the field of tourism,

etc.); use of multimedia in foreign language teaching, development of methodology for teaching a second (third) foreign language, taking into account the linguistic experience of the learners and the opportunities for a more intensive learning process; expanding the exchange programs for school and college students; expanding the specialization programs for language teachers; development of new curricular for early foreign language teaching, bilingual training and other forms with specific

learning objectives (cf. Бердичевский, 2002).

One of the major aspects of successful foreign language teaching is connected with the unification of the approaches to the study of several foreign languages within the same educational institution. Therefore, the main aspects of this unified foreign language training are as follows:

- Use of uniform principles and approaches in teaching;
- Unification of terminology used in the subject area and taught in the foreign language;
- Development of teaching aids specific not only to the subject area but also to the addressee – i.e. we should target our students, undertaking intensive study of foreign languages.

The globalization of the social processes stirred a particular interest to the study of foreign languages and cultures and new approaches in the lexicographical description (for example In the proposed project binding of the three components: language – national character – culture is stressed. The dictionary will have an ideographic character.

Used literature:

1. 2002. Бердичевский А.Л. Современные тенденции в обучении иностранному языку в Европе.
2. Бердичевский А.Л. Русский язык за рубежом. – № 2. – 2002.
3. 2004. N. Vacilyeva, Dimitrova G. The Cultural and Linguistic Presentation of the World in a Thesaurus.