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**LANGUAGE AS A MEANS OF ADAPTATION TO A NEW CULTURE**

In 1997, The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) was created by the Council of Europe. This document was influenced by geopolitical conditions, the new conception of Europe – free movement concept between European countries. It results in enlarged international cooperation, increased number of foreign students. In this context, one of the priorities is to create the good environment for a foreign student in learning process, which is an important factor of overcoming language and psychological barriers [4].

Adaptation to new environment is a complicated multifaceted process during which personality change is made through the appeal to new social roles.

Taking into account that foreign students coming to a new country to study have to adjust not only to a new language but to a new culture, it is relevant to consider a socio-cultural aspect of adaptation. From this point, adaptation is seen not only as an individual character notion – orientation on personal interests, values, attitudes, aptitudes and opportunities of their implementation – but a social one as being surrounded by a foreign language, an individual establishes certain cultural contacts with people from other country [5, с. 177-182]. It means that on a specific level an individual compares the peculiarities of his own culture with a culture that different from his own, determines value-oriented components evaluating the socio-cultural environment as whole. Adjusting to life in another country, such as unfamiliar lifestyle, different climate, differences in appearance, behavior models, cultural misunderstandings, is a roller coaster ride of emotions.

The first thing to do is to deal with the issue of language barrier, in other words language teaching. At EU level, it was noted that there is no universal methodology. The choice of this or that method depends on the goal and conditions for study, category of students and other factors. So we should talk about complex, integrated methods combining various methodologies and technologies. If the study goal (‘ability to communicate in a foreign language’) is chosen as the basis, then traditional language categories (grammar, vocabulary, pronunciation, spelling etc.) will not be sufficient. The functional aspect of language system plays an important role too, for instance, comprehension strategy (volume, choice of language tools); types of texts – texts related to the comprehension; nonverbal communication (gestures, facial expressions, word stress, intonation as factors conveying extra information) [6]. To plan pragmatically means preparing for the practical use. That is why, any emerging communicative intentions are important. There can be not only speech acts (e.g. to ask, to reason) but reading – information processing.

Teaching a foreign language even by being immersed in it cannot ignore the fact that language competence implies communicating between different cultures [3, с.171] So it is only possible to understand a speaker and to be understood when socio-cultural elements are used in the lesson structure. Country studies and making an effort to break stereotypes have become the topic of didactics. The effectiveness of language learning not only impacts on number of words and structures memorized but on personality development. When comparing their mother tongue with a foreign language students study something important for them and when the course is completed, it will eventually mean a lot to them than just learned by heart words and rules.

The role of the teacher has also changed [2, с.223]. It does not lie in sharing knowledge as much as in helping to develop. The methodical approaches are changing too. The work effectiveness depends on features and professional training of the teacher as well as different individual peculiarities of students. John Duke pay attention to the complex structure of a person ability to master a foreign language. It involves such elements as verbal, musical, logical, visual, motor, social and personal. The choice of teaching methods depends on which aptitude component a certain student has developed stronger [1, с.175]. Duke wrote a text which enables to define every student’s most developed groups of aptitudes, and with that alter teaching methods. Teaching with the use of personality-oriented technologies only possible if the special environment is created encouraging to creativity during the learning process has to involve such factors as internal obstacle removal for student creativity; an ability to use metaphors and analogies; imagination and daydream stimulation.

Criteria of effectiveness can be:

- discovering for the subject something new;

- ability to see the problem;

- independence in finding a solution to the problem;

- critical thinking development;

- ability to interpret information on the individual level

It is known that the system of motives created by the necessity of perception comprises the basis of cognitive activity. This necessity is subjective reflection of objective need in knowledge. Interest is what motivates to acquire knowledge, to broaden horizons, to increase cognitive activity.

Personality-oriented teaching technologies have to meet an array of requirements: be dialogue-based, have creative character, be focused on support of personal development of a student.

Therefore, the use of up-to-date technologies and integrated methods of teaching foreign languages focus on the realization of practical solutions of communicative tasks. To achieve this goal, one has communicative competence which is one of the main means of language realization as methods of communication and cultural penetration. Teaching a language pursues major goals focusing on means of communication, forming as linguistic skills (lexical, phonetic, grammar) as their standard use in oral and written language. Texts, topics, problems, speech tasks must be oriented on forming various types of speech, development of skills and abilities to use a language as means of communication, education, self-education, a tool for cooperation and interaction in contemporary society.

Formation of communicative competence is one of the main means of adjustment to new environment. Mastering communicative competence means mastering communication in harmony of its functions: informative, regulatory, emotional-evaluated, etiquette.

Every student takes an interest in practical acquisition of a new language – a tool that helps acquire, reveal your cultural level, show your ability to think, create, assess thoughts of other people and work, adjust to new conditions faster.

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