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## **PEDAGOGICAL SUPPORT FOR STUDENTS IN THE PROCESS OF APPLICATION TO A FOREIGN LANGUAGE CULTURE**

*The article historically examines the necessity of pedagogical support in the process of introducing of the students to foreign culture while learning foreign languages. Communication is examined as a process of full communication, acceptance of the culture of the native speakers, understanding of the language as a part of culture, the development of one's own culture: culture of behavior, communication, speech, intellectual labor.*

The application of students to foreign language culture in the process of foreign language learning is due to a number of socio-political, economic, cultural and pedagogical factors, including the official policy of the Ministry of Education, the students class affiliation, the training direction, the educational institution profile, and ultimately, due to the peculiarities of social education of the individual.

Familiarizing with the culture of another nation not only makes the process of foreign language learning itself attractive to modern students, but also «promotes the full-fledged communication, accurate and adequate understanding of the native speaker's culture, and the language understanding as a part of the culture» [1].

The process of learning of the culture of another people becomes particularly relevant for today's young people, since modern Russia became open to foreign cultures (the process that not every historical epoch could afford). As M. V. Boguslavsky writes Russia is a type of «a border civilization» that interacts with border cultures like an umbrella. Periodically, this «Russian umbrella» is opened to the world and greedily absorbs foreign cultural influence. Then, as a rule, the «zone-tick» is closed, and Russia is fenced off from the surrounding world by different versions of the «iron curtain» [2, p. 42]. Currently, the «foreign cultural umbrella» is open to Russia and the process of studying foreign languages is carried out in the context of the formation of foreign language culture.

A foreign language as means of intercultural communication is an instrument of world and national culture, subcultures the people of different countries of the studied language, as well as their reflection in the image and style of people's life, the spiritual heritage of countries and peoples, their historical and cultural memory, and the way to achieve the intercultural understanding.

A foreign culture is the culture of the country that is studied constitutes «the object of the cognitive aspect of a foreign language culture». Foreign language education is intended to enrich the spiritual world of the student with foreign language culture, which as a whole is the part of human culture. Foreign-language culture is considered by many researchers as a cultural and historical environment, the inclusion of which provides understanding and the acceptance of the mentality of other peoples, which also stimulates motivation to display a sense of tolerance, acceptance of other cultures, worldview, lifestyle, behavior, and customs.

What are the ways of introducing a foreign language culture and whether the student should be introduced to a foreign language culture as early as possible, from his / her early childhood. Let us turn to the history of pedagogy, since Russian and world history contains both a number of cardinal modern unsolved problems and many keys to their solution.

The period of the turn of the XIX–XX centuries is an important and interesting time that was determined largely to the path in the development of our country. Most answers to the modern questions can be found in our history. As the great founder of Russian pedagogical psychology Petr Kapterev wrote in the XIX century, «A really reasonable and a contradictory work in the scientific area is possible only under the inevitable condition that the scholar knows the state of affairs well, knows well what was done before him by his predecessors. Only then he/she can continue their work» [3, p. 29].

The similarity of the socio-pedagogical realities of Russia in the late XIX century and early XX century with the current situation is noted also by S. Egorov in the book «Russian education at the turn of two centuries». It (this similarity) allows us to examine, to dwell and to compare the views of Russian teachers on introducing students to foreign-language culture of the past and present.

The end of the XIX century was a period of a large-scale industrialization, which required Russia to have a competent scientific force and a qualified scientific and technical personnel. It was a time, which according to M. V. Boguslavsky deepened and aggravated «the contradictions between social demands in the field of public education and the level of its development» [2, p. 40].

Socio-cultural factors of this period interacted very closely with socio-political and economical factors. The situation was very typical for Russia in contrast to the countries of Western Europe. Various ideas, ideologies, and trends sometimes from moderate-conservative to radical collided in Russian society.

Those facts were the reason of students' different attitude to the foreign language studies. This diversity has given the rise to opponent point of view that foreign-language is a formation of various character traits factor. On the other hand,

there are people that had seen the perfect knowledge of foreign languages as a primary way to introduce Russian people to the Western European culture and to expand the cultural and logical needs of the Russian individual. The question of the ratio of learning of the native language as a native speaker of national culture and knowledge of foreign languages was quite acute, and the age of students, from which we should start learning foreign languages, was hotly discussed.

Pavel Blonsky wrote in his works: «Language is an important instrument of thought and its expression to forget about it. But now, if we notice the penetration of the language into the Russian kindergarten, it is mostly French or German language» [4, p. 27]. We also note in the works of P. Blonsky a negative attitude to the early learning of foreign languages. Following K. D. Ushinsky, P. Blonsky argues that the study of foreign languages should not begin too early, and not before it became noticeable that the native language has taken deep roots in the spiritual nature of the child. Studying foreign languages in the early childhood brings harm to the native language, leads to the «killing of the national soul of the child», his / her national impersonality. The more zealously parents study foreign languages with children, the more zealously they should study their native language with them. But, it is fair to note that Pavel Blonsky writes that it is impossible to understand the evolution of Russian literature without knowledge of foreign authors and comparing foreign literature with Russian literature.

All these contradictions reflects in the official state education policy, as well as pedagogical and public works of the XIX–XX century. Discussions were focused on the general principles of learning foreign languages, as well as specific pedagogical techniques and methods that allowed the most effective implementation of the educational process.

As it was already noted, the need to speak one or more foreign languages in Russia in the middle of the XIX century was almost a postulate and a prestige of an educated person. So in the modern world, it is not enough to speak only one foreign language for building a successful career, it is also necessary to become familiar with the country's culture, know the rules of etiquette, behavior, etc. This is especially relevant in modern society, when ignorance of a foreign language culture can lead to irreparable, tragic consequences. Back in the XIX century, the Czech humanist teacher, writer, and public figure Yan Komensky said that languages should not be studied as a part of education or wisdom, but as means to acquire knowledge and to share it with other people.

We need languages for learning: native language to study home life, neighboring languages — for communication with neighbors, ancient — for reading books in Latin, Greek, Arabic, and Hebrew. Moreover, it should be noted that from the point

of view of the great Russian teacher, languages should not be studied in their entirety and not in full perfection, but as needed and «not several at once».

In conclusion, we should note that foreign-language culture is an objective phenomenon that includes a set of linguistic, ethical and behavioral phenomena and processes that is traditional for a native speaker. The process of introducing students to a foreign language culture is too complex and important.

It is a process of gradual introduction of new generations into the culture, a delicate and changeable process, a process that in the modern world depends on not only intercultural interaction, intercultural communication of people, but also a process of mutual understanding, a process by which the student can avoid many mistakes and international conflicts.

The acquisition of culture itself is the most valuable thing that humanity has created. Listen and hear, understand, accept and recognize the thought of another, evaluate and compare the cultural values of another's culture with their own and accept them. Familiarization with the culture of another country, with a foreign language culture, is aimed at developing one's own culture as a whole: a culture of behavior, communication, speech, and mental labor.

1. Kapterev P. F. *Sovremennoe vospitanie v otnoshenii k vozrastam* // Nablyudatel'. 1889. № 5. P. 45–62. [Вернуться к статье](#)

2. Boguslavskij M. V. *Metodologiya istoriko-pedagogicheskogo po-znaniya* // Psichologo-pedagogicheskij poisk. 2009. № 2 (10). P. 35–49. [Вернуться к статье](#)

3. Kapterev P. F. *Novaya russkaya pedagogiya, eyo glavnejshie idei, napravleniya i deyateli*. Izd. 2-e, dop. SPb. : Zemlya, 1914. 212 p. [Вернуться к статье](#)

4. Blonskij P. P. *O nacional'nom vospitanii*. M. : Tip. T-va Kushnerev i K°, 1915. 40 p. [Вернуться к статье](#)

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### **Педагогическое сопровождение учащихся в процессе приобщения к иноязычной культуре**

В статье рассматривается и исторически обосновывается необходимость педагогического сопровождения в процессе приобщения обучающихся к иноязычной культуре при изучении иностранного языка. Приобщение рассматривается как процесс полноценной коммуникации, принятия культуры носителей языка, понимания языка как части культуры, развития собственной культуры учащихся: культуры поведения, общения, речи, умственного труда.