

## **LINGUOCULTURAL ASPECTS OF LEARNING A FOREIGN LANGUAGE**

Linguoculturology is a complex field of scientific knowledge on the interconnection and interaction of language and culture. This direction investigates interconnection between culture and language, and researches the language as a phenomenon of culture. It shows the observation of the world in the certain view by the cultural prism and by a certain nation's mind and culture, which made our investigation **up-to-date**.

Linguoculturology is closely connected with such disciplines as linguistics, ethnolinguistics, psycholinguistics, cognitivism.

Linguocultural intelligence as a key concept of cross-cultural interaction is an important personal characteristic enabling an individual to work effectively in the modern multicultural society. The nature of the phenomenon is under active investigation of educational scientists and caused our **purpose** and great interest in the chosen topic.

According to the most general definition, linguocultural intelligence is the ability of an individual to act effectively in a broad cross-cultural context. A significant part of this personality formation is composed by knowledge of cultural differences and traditional behaviors in typical communicative situations. However, linguocultural intelligence approach in education goes beyond knowledge frames, and is aimed at the formation of general behavioral repertoire including understanding, motivation, and skills that ensure the individual's ability to function in various cultural contexts. It deals with cultural, sociological and personal dynamics in the cross-cultural space.

Linguocultural intelligence goes beyond emotional intelligence, as far as emotional intelligence provides the ability to work effectively with others taking into account their individual emotional characteristics, while cultural intelligence allows cooperating efficiently in situations associated with different cultures, to which participants of the cooperation belong.

It should be noted that interacting with representatives of their own culture; people intuitively use a set of social signals, most of which are unconscious. In contrast, when one is faced with a new culture, signals and information that have worked before lose their significance. In new cultural situations, one gets a feeling that behavior of others is somewhat bizarre or unreasonable. Individuals with highly developed cultural intelligence are able to analyze such situations and make appropriate adjustments in their attitudes and behaviors in the context of different cultures. Such analysis and correcting of their own behavior contributes to a unified conscious complex of characteristics that make cultural intelligence.

When learning a foreign speech, students must proceed from understanding the nature of language as a sign system used in communication. This means that the mastery of formal language side (phonetics, vocabulary and grammar) and language

system should be carried out in the course of communication. Thus, communicative and cognitive approach at the study of foreign languages becomes dominant in training. The main principles of the organization of training content of using the communicative method are:

– *Speech orientation*. This means lesson is practically oriented. First of all, it concerns the exercise: the exercise is more than like a real dialogue, it is the more effective one. The speech exercises area smooth and dosed with the rapid accumulation of a large amount of vocabulary and grammar with immediate implementation; there is not allowed a single sentence that cannot be used in a real dialogue.

– *Functionality*. Speech activity has three aspects: lexical, grammatical, and phonetic. They are inextricably linked in the process of speaking. It follows that the words cannot absorb in isolation from their forms of existence (use). The functionality assumes that the words and grammatical forms are assimilated directly into the activity: the student performs any voice problem — confirms the idea, doubt heard asking about something, encourage the interlocutor to action, during which acquires the necessary words or grammatical form.

– *Situational*. Its fundamental importance is the selection and organization of material based on situations and communication issues that get the interest of every students.

– *Novelty*. It manifests itself in different lesson components. First of all, the novelty of speech situations (change of communication of the subject, discussing the problems of the speech partner, communication conditions, etc.).

So, to sum it up it is necessary to state that linguocultural intelligence is a set of qualities and skills that ensure the individual's ability to perceive different cultures from inside. In addition, an important element of cultural intelligence is the ability to identify behaviors universal for representatives of different cultures, signs specific to this particular culture, and actions grounded by personal characteristics of a particular person in a particular situation. Acquiring and developing cultural intelligence as an integral personal characteristic is important for satisfying personal needs as well as for productive professional activity in any field. Conscious development of cultural intelligence is facilitated by comprehensive study of its nature and structure.

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