Язык как средство межкультурной коммуникации на уроках английского языка

В глобализирующем мире констатируется усиление интереса к проблеме английского языка как средству межнациональной и межкультурной коммуникации. Язык является атрибутом социального бытия, имеет большое значение для подрастающего поколения и молодежи с целью познания, воспитания, образования и общения в двадцать первом веке. Использование знаний исторического процесса, повлиявшего на формирование английского языка в качестве связующего звена при изучении фонетики, лексики и грамматики, поможет обучающимся продемонстрировать осознанное восприятие структуры современного английского, корнями уходящего вглубь веков. При преподавании языка в школе или вузе необходимо выработать навыки и умения у учащихся и студентов наблюдать, запоминать, определять языковые явления и устанавливать между ними исторические связи, что способствует более вдумчивому запоминанию фонетических, грамматических и лексических аспектов образования современного английского языка. По мнению авторов, все это является важным фактором при рассмотрении языка в качестве средства межкультурной коммуникации на уроках английского языка, как в средней, так и высшей школе.

Ключевые слова: язык, межкультурная коммуникация, познание, развитие, культура, английский

Language is as means of intercultural communications at the English lessons

In the globalizing world, there is a growing interest in the problem of English as a means of interethnic communication and intercultural communication. Language is an attribute of social life; it is of great importance for the younger generation and young people for the purpose of cognition, upbringing, education and communication in the twenty-first century. Using the knowledge of the historical process that influenced the formation of English as a link in the study of phonetics, vocabulary and grammar will help students demonstrate a conscious perception of the structure of modern English, rooted in the depths of centuries. When teaching the language at school or university, it is necessary to develop skills and abilities of schoolchildren and students to observe, remember, identify language phenomena and establish historical links between them which contributes to a more thoughtful memorization of the phonetic, grammatical and lexical aspects of the formation of modern English. In the opinion of the authors, all this is an important factor in the consideration of language as a means of intercultural communication in English classes in both secondary and higher schools.

Key words: language, intercultural communication, knowledge, development, culture, English

Introduction

In accordance with the process of globalization, English is a means of intercultural communication, contributing to the establishment and strengthening of intercultural links and the integration of cultures. Language cannot only unite nations, but it can reflect all events taking place in the world. "One of the main goals of professional education is the preparation of a qualified worker of the appropriate level and profile, competitive in the labor market, competent, oriented in related fields of activity, ready for continuous professional growth, social and professional mobility" [1, p.107]. In many scientific works, problems and ways of solving how to teach a foreign language at the present stage are considered [2–5]. The aim of the article is to study historical processes and to trace their influence on the formation of lexical, phonetic and grammatical structures of modern English in order to support and improve the system of teaching a foreign language in secondary and higher schools. "To achieve qualitative changes in the preparation of students, including in the advanced areas of technological development," is one of the main theses of President Vladimir Putin's address to the Federal Assembly [6]. It is known, the higher the level of the spiritual culture of a nation is, the higher the level of language, speech culture of its

representatives is. At the same time, the language is able to degrade and die after the decay and loss of any culture. Thus, the most striking example is Latin, the language of the ancient Roman civilization, now not functioning as a living, conversational, evolving. The link between language and culture is a typical example of the universality of the processes of language development.

Results of the study

"The spiritual ideal of humanity, having a concrete historical character, has at the same time a pronounced universality," G.B. Moshchenok notes [7, p.213]. This statement is true for the language. Trends in the development of any language are in many ways universal, characteristic of all languages. However, studying a language, for example, English, it is impossible not to take into account the individual characteristics of its development. It is especially important that many phenomena that seem to be "deviations" from the point of view of the modern language represent the remnants of the old quality and can be historically explainable. This can be traced in the formation of plural forms of nouns that make exceptions to the rules, for example, child-children, woman-women (Table 1), or the formation of irregular verb's forms: go-went-gone, which can easily be explained with knowledge of the history of the language leading to understanding structure of the English language.

Table 1

Special cases of the plural forms of nouns

singular	translation	plural	translation
man	мужчина	men	мужчины
woman	женщина	women	женщины
foot	нога	feet	ноги
tooth	зуб	teeth	зубы
goose	гусь	geese	гуси
mouse	мышь	mice	мыши
child	ребенок	children	дети
ox	бык	oxen	быки
louse	вошь	lice	вши
datum	данная величина	data	данные величины
medium	средство	media	средства
formula	формула	formulae	формулы
phenomenon	явление	phenomena	явления
criterion	критерий	criteria	критерии
basis	базис	bases	базисы
crisis	кризис	crises	кризисы
radius	радиус	radii	радиусы
nucleus	ядро	nuclei	ядра

Table 2

Special cases of the plural forms of nouns

Infinitive	Past simple	Participle II	translation
be	was-were	been	быть
do	did	done	делать
eat	ate	eaten	кушать
go	went	gone	идти
hear	heard	heard	слышать
know	knew	known	знать
run	ran	run	бегать
steal	stole	stolen	красть
think	thought	thought	думать
write	wrote	written	писать

During the New England period changes occurred in the verb's system. Refer to Table 2 to trace them.

Despite the process of popularizing the English language, many aspects of its development are not fully understood, and we would like to note some milestones in the development of the British English language. Many philologists and linguists divide the history of English into three periods: Old English, Middle English and New England. However, V.D. Arakin states the fact that "up to the present time, those criteria have not been developed on the basis of which it would be possible to identify with valid grounds the actual periods of the history of the English language" [8, p.24]. This division is rather conditional as the language existed among the tribes inhabiting Britain, long before Caesar conquered it or the spread of Christianity on its territory. This language has gone a long way of development, rooted in antiquity, and as a result is "approximately 70% of the vocabulary of English is borrowed words and only 30% are original words" [9, p.35].

Some historical aspects of the development of the English language can be recommended for study at the English lessons in the Russian school and university. So, special attention can be paid to topics related to phonetics and the study of historical features of transcription; with a difference in the sounding of the word, its transliteration and translation; with the use of words in their direct meaning and the correct choice of their lexical analogues.

"Language is a social phenomenon. Consequently, language is characterized by development in the same way as they are peculiar to any social phenomenon. But any social phenomenon develops according to certain laws. To understand the modern state of a language, its grammatical forms, its phonetic structure, the structure of its vocabulary, it is necessary to consider every phenomenon of modern language as a known result of a long historical development, as a result of a

whole series of changes and transformations that took place over more or less long periods of time. Thus, only historical approach to the phenomena of the modern language can provide their correct understanding and use" [8, p.9].

For the existence of Britain English language has undergone great changes. Analyzing the history of language development, it is obvious that since ancient times English has been subject to strong influence. Languages, like peoples, fought united, promoted trade and improved each other. This allowed them to change and develop. The Romans, having captured Greece, enriched the Latin language with borrowed Greek words. Having conquered the British Isles, they introduced lexical units into English and influenced the formation of pronunciation. It is interesting that the English version of the lettering "ch" gives the sound [tʃ], and from the Greek language there was a sound [k] for the lettering "ch". For example, school [sku: l], and cheese [tʃi: z].

In the 5th century after the retreat of the Romans, most part of the island was conquered by the Germanic tribes of Angles, Saxons and Jutes. They created a single state named the Kingdom of England. Since the 8th century the Vikings have begun to attack England, capturing certain northern and eastern regions of Britain, and in the 11th century the Normans invaded England. "The Latin language, the Scandinavian dialects and the French language, as we know, had a significant influence on the formation of the English literary language, mainly in its lexical composition," A.I. Rybakina writes in the preface of his dictionary [10, p.9]. Each language introduces its own culture, "... every foreign word reflects the foreign world and foreign culture: for every word stands the consciousness of the world conditioned by the national consciousness" [11, p.25].

Thus, the events of the hundred-year war from 1337 to 1453 are reflected in the British version of

English. It is possible to trace completely assimilated borrowings that have changed phonetically, grammatically and semantically (for example, the French table, the Latin wall, the Scandinavian take, etc.). The borrowed French words of this period are, for example, government, royal, judge, sentence, prince, army, banner, victory, art, college, doctor, experiment, medicine, science, money, benefit, merchant, profit, purchase, sum, value, profession, despair, imagination, mention, spirit, instance, pleasure, leisure, ease, fashion, present, religion, saint. The borrowing of these and many other words was due to the higher potential of the culture of peoples who decided to invade foreign territory. "Replenishment of the vocabulary of the English language took place in connection with the development of the production and all other activities of the English people," V.D. Arakin points out [8, p.260].

The colonization of America by the British began in the late 16th and early 17th centuries. The first settlers who appeared there were representatives of the English peasantry, the petty and middle bourgeoisie which strove to escape the yoke of capitalism which is increasing year by year in England. However, not only the English language influenced the formation of the current American English. Beneficial influence was rendered also by other languages. The Spanish, the Portuguese, the Dutch and the French also searched for new lands and, settling in America, facilitated the resettlement of several migration groups which were joined by minor groups of Germanic peoples. N.V. Beresteneva rightly notes that "language as a means of communication is the most productive tool of human understanding" [12, p.62-63]. As

most settlers were from Britain, English quickly became the main language.

Over the centuries the history of its development the English language has been modified due to the infusion of different cultures and nationalities. Nevertheless, "globalization, rapid development in the economy, scientific and technological progress, especially in the field of information technology, makes the process of borrowing lexical units and grammatical forms from one language to another fast, and sometimes rapid" [13]. The promotion of American English took place through the use of lexicon and grammar from other languages. For example, tomatoes were not previously known to the British but have become popular as a food product, they decided to call the Spanish word "tomate". So, in the word "music" the English wrote at the end lettering "ck".

However, N. Webster in 1806, published his first American-English dictionary with five thousand words, used only c. In many words – honor, color (color) - removed the combination of the letterings "ou" at the end of the word, replacing them with a simple "o", which is heard there. Instead of the British word "cock", Americans use "rooster", and the British word "lift" Americans change the word "elevator" in accordance with the table of lexical analogues T.B. Klementieva [14, p.414] (Table 3).

In the process of living communication there are such expressions that are not present in the traditional British version of the language. These formations emphasize the differences between languages, promoting the native speaker to a new level of understanding the language and enriching speech with new lexemes. V.D. Arakin confirms: "Despite the fact that for historical development

Table 3

Some American-British Vocabulary differences

American word	Russian translation	British word	translation
apartment	квартира	flat	быть
baby carriage	детская коляска	perambulator, pram	делать
candy	конфеты	sweets	кушать
cookie	печенье	biscuit	идти
french fries	жареный картофель	chips	слышать
gasoline	бензин	petrol	знать
incorporated(inc)	акционерное общество	limited (ltd)	бегать
living room	гостиная	sitting room	красть
mailman	почтальон	postman	думать
oatmeal	овсяная каша	porridge	писать
raincoat	плащ	waterproof	
second floor	первый этаж	first floor	
subway	метрополитен	tube	
vacation	отпуск, каникулы	holiday	

the English language was repeatedly crossed with different languages, nevertheless in all cases he emerged victorious and continued to develop according to his own internal laws" [8, p.147].

Another branch of English is Australian English which became the embodiment of the identity of the whole people. He did not have such rapid development as the American version by reason of the geographical and cultural isolation, but because of the influence of extra linguistic factors it acquired a number of features that determine its status as an Australian national English variant. The Australian version appeared in the 18th century for the British colonization of the Australian continent when the first English colonies of exiles were organized in the territories of the present state of South Wales.

In its origin, English in Australia at that time was the language of poor and uneducated people since in its origins was predominantly the non-literary speech of exiles. The military and officials accompanying them were the first settlers who arrived in Australia in 1788. They were representatives of the poorest sections of London (Cockney) and the rural population from Ireland and Scotland who were the bearers of urban vernacular and jargon. After 1840 the importation of exiles to Australia ceased, and in 1850 Englishmen arrived from London, South Wales in Australia to seek a better life because of economic instability and wanted to quickly become rich in gold mines. Because of their remoteness from Britain, these migrants based on their predominant language created their own version, their slang and vernacular English.

Despite borrowing of words from the settlers of Australia in some cases it is impossible to unequivocally determine the source of the origin of words. So, on the one hand "moroke" and "jumbuck" are an Australian variant, and the original words-duplicates are approved for them. However, the word "moroke" was invented by the first settlers to simulate the screaming of birds, and the word "jumbuck" can be compared to the English phrase "jumpup". It is estimated that the "white people", on the one hand, borrowed about 2,000 words from the aborigines, affecting mainly the names of animals and plants, as well as in geographical names (for example, kangaroo, boomerang and canberra, translated from one native Australian language meaning "meeting place").

On the other hand, simultaneously with the advent of culture, scientific discoveries and achievements to the continent, the Europeans brought with them new words: "policeman", "airplane", "bullock". The dictionary of local English language has expanded due to the development of culture and society. All this has led to the fact that the English language of the modern Australia is different from the English language of Great Britain.

The growth of England as a superpower led to the expansion of language boundaries. Language does not cease to develop today while going through and at the same time reflecting the influence of other cultures claiming themselves on the world geopolitical scene. Thus, Russian dialects are increasingly found in English (taiga, tundra, borsch, shchi, pelmeni, vodka, valenki, samovar, matrioshka, rouble, sputnik, perestroika, etc.). Internet, the development of tourism and culture affect the enrichment of the language. "Language influences the formation of an individual picture of the world, and is a part of it, and at the same time serves as a means of describing and verbalizing the individual picture of the world," writes A.I. Grinyuk on the invaluable significance of language in the development of culture, mentality, national specifics [15].

Conclusion

Language is not a dogma; it is constantly evolving, connecting all the events taking place in the world. Although the English language has changed a lot for its history, nevertheless its grammatical structure and vocabulary continue to preserve the main features of the language of the Germanic group, whose vocabulary includes many foreign-language borrowings from different cultures and nationalities. It is no accident that the phrase «language is a mirror of culture» has a special popularity in the field of intercultural communication. As "intensive development of Information and Communication Technologies (ICT) has a considerable impact on modern society, bringing particular changes into social sphere, culture and education", the language continues to develop and language learning is a promising direction, and this methodological approach is relevant and more acceptable in the opinion of the authors [16, p.59]. So, in the end result the efficiency of individual work as well as brings out completely new opportunities for revealing and developing abilities of students which will be useful in their future professional life.

Thus, the study of any language as foreign, in particular, English, cannot be carried out outside the historical and cultural aspect, as the language is the product of a number of epochs, as a result of which we receive the modern English. This is fundamentally important in the methodology of teaching a foreign language, because it generates interest in the language at school or university, increases motivation, relieves the schoolchildren and students from mechanical memorization, focuses on a thoughtful attitude to language, enhances the cognitive abilities of the learner, contributing to a meaningful and profound study of the English language, where the teachers pay sufficient attention to this aspect in their lessons.

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