

THE CULTURAL CONSTITUENT OF THE COMMUNICATIVE APPROACH TO TEACHING FOREIGN LANGUAGES

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Introduction (formulating the problem). One of the most important modifications in the framework of the communicative approach, which is recognized as the dominant one in today's teaching of foreign languages, originates from the introduction in recent years of culture-oriented teaching/learning into foreign language courses. This kind of teaching/learning is as yet insufficiently discussed theoretically in professional publications on foreign language teaching methods, particularly in what concerns the components of culture-oriented constituent of foreign language education and their relations with the communicative approach. **Analysis of recent research and publications.** A lot of publications on cultural orientation in foreign language education have appeared recently but there are practically no publications on the issue of specific components of such education which makes it very hard to harmoniously inculcate the cultural constituent in its entirety into the process of foreign language teaching and learning. Consequently, the definition of such components in communicative foreign language training at secondary and higher educational institutions was set as the **goal** of the study reported in this article, that study being implemented by way of theoretical analysis of relevant information (**methodology**). **The discussion of the principal material (results).** The analysis has shown that the components of the cultural constituent in communicative foreign language practical courses of non-professional content and character should mandatorily include: 1) verbal communicative behavioral patterns, 2) non-verbal communicative behavioral patterns, 3) combined (verbal and non-verbal) communicative behavioral patterns, 4) lifestyle communicative behavioral patterns, 5) some phenomena of mass-culture that have become an integral part of the almost subconscious "cultural background" of practically all native speakers, i.e. are important for communication with them. The complete list of all the five components named above has made the principal **conclusion** of the presented article, and the **prospects of further studies** in the direction under discussion in it lie in the field of defining all the elements of content and the methods of teaching the cultural components considered in the paper when developing various practical courses of different foreign languages.

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