

COMMUNICATIVE CULTURE OF FOREIGN LANGUAGE COMMUNICATION AND ITS CORRELATION WITH DEVELOPING THE SECONDARY LANGUAGE PERSONALITY OF FOREIGN LANGUAGE LEARNERS

Oleg B. Tarnopolsky, Doctor of Pedagogy, Full Professor, Head of the Department of English Applied Linguistics and Methods of Foreign Language Teaching at Alfred Nobel University.

ORCID: <http://orcid.org/0000-0001-8507-0216>.

E-mail: otarnopolsky@ukr.net

Svitlana D. Storozhuk, Candidate of Pedagogy, Senior Lecturer of the Department of English Applied Linguistics and Methods of Foreign Language Teaching at Alfred Nobel University.

ORCID: <https://orcid.org/0000-0003-1593-0860>.

E-mail: rebit2006@ukr.net

DOI: 10.32342/2522-4115-2021-1-21-29

Key words: foreign language teaching/learning, communicative culture, secondary language personality, communicative behavioral patterns, experiential learning.

The article is devoted to discussing the notions of the communicative culture and the secondary language personality and their correlation in foreign language teaching and learning. The communicative culture means abiding by some definite norms of behavior in communication. The notion of communicative culture is the total synonym of the term communicative etiquette that consists of standards, or patterns of communicative behavior which are interiorized by communicators and serve to ensure the correspondence of their behavior in every situation of communication to the socially and culturally accepted norms. As it is stated in the article, the communicative culture is the key component of the language personality. When the latter is developed by language learners it ensures their ability to use on the level of skills, when communicating in the target language, the linguistic, communicative, and sociocultural norms of communication that are proper not to their own but to the target (foreign language based) linguistic and sociocultural community. The communicative culture of the target linguistic and sociocultural community is the highest in hierarchy governing component of the secondary language personality as an integral formation, that component to which the two other components of the secondary language personality, the communicative and the linguistic ones, are subordinated. The elements of the communicative culture as the leading component of the secondary language personality include verbal, non-verbal, and blended foreign language communicative behavioral patterns, lifestyle communicative behavioral patterns, and some phenomena of foreign mass culture connected with the latter patterns and influencing/reflected in the foreign language communication and communicative behavior. All the components of the secondary language personality should be developed in an integrated manner in the teaching/learning process; they should be formed in harmonic interconnections and interdependencies by way of using experiential foreign language learning.

References

1. Vereshhagin, E.M. & Kostomarov V.G. (1990). *Yazyk i kultura: Lingvostranovedenie v prepodavanii russkogo yazyka kak inostrannogo* [Language and Culture: Linguistic and Regional Studies in Teaching Russian as a Foreign Language]. Moscow, Russkii yazyk Publ., 270 p. (In Russian).
2. Karaulov, Ju.N. (1987). *Russkii yazyk i yazykovaia lichnost* []. Moscow, Nauka Publ., 261 p. (In Russian).
3. Tarnopolskii, O.B. & Skliarenko N.K. (2003). Lifestyle communicative behavioral patterns in the USA. Kyiv, INKOS Publ., 208 p.
4. Ter-Minasova, S.G. (2000). *Yazyk i mezhkulturaia kommunikatsiia* [Language and intercultural communication]. Moscow, Slovo Publ., 624 p. (In Russian).
5. Khaleeva, I.I. (1989). *Osnovy teorii obucheniia ponimaniu inoazychnoi rechi (podgotovka perevodchikov)* [Fundamentals of the theory of teaching understanding of foreign language speech (training of translators)]. Moscow, Vysshiaia shkola Publ., 239 p. (In Russian).
6. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon, Multilingual Matters Publ., 124 p.
7. Corbett, J. (1999). 'Chewing the fat' is a cultural issue. IATEFL Issues, no. 148, pp. 2-3.

8. Damen, L. (1987). Culture learning: The fifth dimension in the language classroom. Reading (MA), Addison Wesley Publ., 406 p.
9. Killick, D. (1999). Culture and capability: Crossing the divide. IATEFL Issues, no. 148, pp. 4-7.
10. Lado, R. (1957). Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor (MI), University of Michigan Press Publ., 141 p.
11. Tarnopolsky, O. (2001). Teaching etiquette communicative behavioral patterns to students of English as a foreign language. Atlantis, vol. XXIII, no. 2, pp. 105-117.
12. Tarnopolsky, O. (2012). Constructivist blended learning approach to teaching English for specific purposes. London, Versita Publ., 254 p.

Одержано 5.03.2021.