

a whole, remove inessential details and comment on the most important things; use only precise and colorful wording, etc.

It should be noted that modern life involves ensuring equal access to culture for all citizens. The introduction of the service of audio commentary with simultaneous translation allows the visually impaired be informed and feel inclusive with the fast-paced world. It can solve the issue of adaptation for blind people on the emotional and artistic level of perception, which will engage them as full-fledged members of society.

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THE ROLE OF THE DIALOGUE OF CULTURE IN TEACHING FOREIGN LANGUAGES

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Nowadays a successful and fruitful contact with representatives of other cultures is achieved through practical skills in intercultural communication. The role of language in overcoming barriers in communication between representatives of different cultures is of great importance: it is impossible to understand the peculiarities and profound meaning of another culture without knowing its language well.

The aim of the research is to study the role of the dialogue of culture in learning a foreign language.

Material and methods. The methodological basis of the research is as follows: the works of local and foreign linguists on the question of the relationship between language and culture: “The role of culture in language teaching. Dialogue on Language Instruction” by Krasher I., “Culture and learning foreign languages” by Elizarova G.V, “Социокультурный подход к обучению иностранным языкам” by Safonova V.V. and others.

The descriptive research method and the method of organization theoretical material have been used in this paper.

Results and discussion. In the process of communication language performs not only the function of encoding information, but also plays a role in obtaining new information about the world, storing and transmitting of this information. Owing to these functions language is an important instrument not

only for learning about another culture, but also for its interpretation and adaptation.

People involved in teaching foreign language understand that there is an interaction between language and culture. Furthermore learning a foreign language is impossible without knowledge of culture, because then the language training will be inaccurate and incomplete. Mastering a foreign language is not only a manipulation of syntax and vocabulary, but also an involvement in the cultural customs, traditions and way of life of the people of another country. According to Bada, "the need for cultural literacy arises mainly from the fact that most language learners, not having the right cultural elements, face great difficulties in communicating with native speakers" [1, p.6]. For example, to successfully learn English, you should be able to think in this language, understand the culture and mentality of English speaking countries such as the United Kingdom of Great Britain, The United State of America, New Zealand and etc. In addition to this information, special knowledge about the organization of British or American culture, interpersonal relationships, adaptation to the environment are all necessary when you are learning English.

On the other hand there is no gainsaying the that even understanding a foreign cultural environment does not guarantee fluency in the language. In practice the vocabulary of our language reproduce what we choose to refer to phenomena. The full meaning of a typical individual dictionary is the experience of a student who has determined a connection with this meaning and the cultural environment in which they grew up. In particular, the word "friendship " will not represent the same thing for people who lived in two different social societies.

The interaction of culture and language is generalized in the works of famous philosophers such as Humboldt, Chomsky, and Saussure. However, the most extending linguists dealing with the interaction of culture and language are Sapir and Wharf. Their theories are based on statements: a) we appreciate categorical terms and differences in our own language; b) a meaning that is represented in one language cannot be found in another language due to cultural differences.

A significant number of linguists have recognized the fact that the forms and ways of using language reproduce the cultural values of the society in which the language is used. To learn a language, it is not enough to be linguistically competent. People learning a foreign language should be aware that behavior and intonation that is appropriate in their society may be perceived differently by members of the target language community. For successful communication, language use must be associated with other culturally acceptable behaviors. Students study a language only when they learn a language together with cultural norms. Some teachers introduce students to ideas and or subjects specific to cultural studies, but not familiar to the students. In this way, students get initial information about objects and ideas that they could include in their worldview.

Have a look at the example of cooking utensils. Students are considering the use of any item for cooking. As a result, students come to discuss the food product in the geography, target culture, growing season and so on. In this case they act as researchers who study and understand the target culture in relation to their own culture.

In a particular culture with any type of interaction there are various options for successful behavior.

Teachers should enable students to observe, explore and analyze the interaction of cultures from their own point of view, so that they can emphasize their own opinions in the society of the language being studied.

The teaching of culture is not just the transmission of information related to a particular people or country. It is absurd to say that culture is a repository of facts and experience that is resorted to when necessary. After all, learning a foreign language is not only a way of communication, but also a way of manipulating sounds, grammatical forms, as well as reflecting or violating socially accepted norms in our own culture and the culture of the language being studied.

Conclusion. To draw the conclusion, one can say that in the process of enculturation, a person develops a culture and learns to speak a certain language. The influence of language and socio-cultural factors during the study of a foreign language is a clash of cultures and society. Therefore, students must understand and study cultures.

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THE ROLE OF AUTHENTIC TEXTS IN FORMING STUDENTS' SOCIO-CULTURAL COMPETENCE

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Issues related to the formation of socio-cultural competence have always held a special place in the practice of teaching foreign languages at school. As one of the components of communicative competence, socio-cultural competence, along with language, speech, educational and cognitive, strategic, discursive and compensatory, is an important part of foreign language education.

In modern education, socio-cultural competence is considered as a tool for «educating an internationally oriented person who is aware of the