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**РЕАЛИЗАЦИЯ МЕЖКУЛЬТУРНОГО АСПЕКТА
ВО ВНЕКЛАССНОЙ РАБОТЕ
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

Аннотация. В статье рассматриваются способы включения межкультурного аспекта образования на внеклассных занятиях по английскому языку, особое внимание уделяется необходимости навыков межкультурного общения в современном мире. Предлагается план внеклассного занятия для старшеклассников, целью которого является развитие межкультурной компетенции.

Ключевые слова: методика английского языка в школе; английский язык; внеклассная работа; внеклассные мероприятия; ролевые игры; межкультурное общение; старшеклассники

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**IMPLEMENTATION OF THE
INTERCULTURAL ASPECT
IN EXTRACURRICULAR WORK
IN ENGLISH**

Abstract. The article discusses ways to include the intercultural aspect of education in extracurricular English classes, special attention is paid to the need for cross-cultural communication skills in the modern world. The plan of an extracurricular event for high school students is proposed, the purpose of which is to develop cross-cultural competence.

Keywords: methodology of English in school; English language; extracurricular work; extracurricular activities; role-playing games; intercultural communication; high school students

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The development of intercultural competence occupies a special position in modern methods of teaching foreign languages. The formation of a new linguistic personality among students implies the study of not only the language as a communication tool, but also knowledge of the cultural characteristics of native speakers of the studied language. The use of game activity allows you to make the learning process creative

and interesting for students of any level. Intercultural competence is an integral part of foreign language communicative competence [1]. In the understanding of many methodologists, intercultural competence is a set of knowledge about the culture of the country of the language being studied [5, p. 38]. It should be added that within the framework of intercultural communication, representatives of different cultures act in accordance with their cultural norms, being in the same situation. This is the peculiarity of intercultural communication – “behind every word there is an idea of the world conditioned by national consciousness” [8, p. 17].

Since effective communication implies the correct decoding of the interlocutor’s message, it is important for the recipient to know cultural characteristics and possess the basics of cultural intelligence. K. Earley and S. Ang define cultural intelligence as an individual's ability to adapt to a new culture that differs from his own culture without losing individual identity [10]. Therefore, knowledge of the lexical and grammatical side of the language is not enough for effective communication with native speakers. It is also important to know the specifics of communicative behavior, both verbal and nonverbal types. In addition, the Federal State Educational Standard puts forward the same requirements for students [9]. Thus, in order to avoid cultural shock (a condition that arises due to the discrepancy of cultures), it is necessary to provide students with such classes, the content of which provides knowledge of the norms and traditions of communication of native speakers of the target language.

In our opinion, the most interactive option, involving the participation of all students of the group, is a role-play. According to the researchers, the game is the most effective form of teaching the culture of the country of the language being studied. The game forms an adequate attitude to the surrounding reality in children, activates cognitive processes: attention, thinking, memory [6]. The use of this technique in foreign language lessons allows students to try on the role of a direct participant in some controversial, ambiguous situation characteristic of the target culture. Thus, students “live” in a given situation and realize themselves as a source of conventions accepted in a certain society [7].

As part of EGP classes, we have developed a plan of an extracurricular event with high school students, contributing to the development and formation of intercultural competence. The structure of the lesson assumes the assimilation of the behavior model of native speakers of English (Anglo-Saxon) culture, which is reinforced by the active partici-

pation of students in the discussion of racial problems characteristic of English-speaking countries.

The lesson plan is based on the material of the British documentary “The school that tried to end racism” [4].

The documentary is dedicated to a school project in London, in which teenagers were first tested for unconscious racial bias, and then took part in a series of events aimed at combating racism. The plan of this lesson is as follows:

Topic: The School that Tried to end Racism

Grade: 10–11

Aim: To raise awareness of unconscious bias and racism at school.

The educational objective: To practice listening skills, to focus on vocabulary connected with tolerance and racism.

The character builder objective: To practice giving opinions in a discussion, to think of racism as a modern social issue and ways of solving it.

Stages	Timing (min)	Teacher’s activity	Students’ activity
1. Goal setting	2 min	What do you see in this picture [11]? Let’s think about what the school has decided to do to end racism.	The students answer the question, talk about possible scenarios.
2. Pre-listening	3 min	Now let’s imagine that we are no longer in our school. You are now students of this British school and classmates of these boys and girls. Each of you gets a picture of your new character. Take a look at the questions on the slide. Let’s think about them for a minute. What would your character answer? a) Have You Ever Been Asked Where You Come From? b) Have Your Parents Ever Warned You About Racism? c) Is Russian your parents’ first language? d) Have you ever had to be worried about your family being stopped and searched by the police? e) Have you ever been the only person of your race in the room?	Children present themselves as students of a school in the UK, answer the questions posed.

3. While listening	5 min	That was very good! Now let's watch the video and number the questions a–e in order they are asked.	When watching the video, students number the questions in chronological order.
4. Post-listening	8 min	Now let's check your answers. 1. C 2. E 3. A 4. D 5. B Great job! Let's discuss your ideas. How did the students react to this activity? What do you think is the idea behind this activity? Do you think this activity is effective? Why (not)?	The students check their answers, make suggestions and ideas about the video.
5. The final stage	1 min	Thank you for your ideas and opinions! Now let's go back from this British school to our own school. What can we do to make it a safer and better place? Think about it at home and write down 10 steps to make it possible.	Writing down the homework assignment
6. Self-analysis	1 min	Please, share your ideas on one new thing you learned today, one thing you would like to know more about and one thing you liked or disliked the most.	The students share their impressions about the lesson.

To introduce students to the topic of the lesson, we suggest using the associative method. The essence of the method is to use fragments from films, photographs, pictures that reflect various aspects of the topic, thereby contributing to the emergence of associations among students [2].

Then, to map out the communicative situation, we suggest that students imagine themselves in a British school. Students express their opinions on the given questions, discuss them among themselves.

Next, the students watch a video that contains the same questions that were presented for discussion. This allows students to compare their answers with the answers of native speakers. Confirm or refute their guesses.

Video recordings have a greater linguistic and didactic potential compared to printed and sounding texts, because thanks to the video, the natural (authentic) flow of the process of intercultural communication is demonstrated. Due to this, there are unlimited opportunities for conducting an analysis based on the comparison of cultural realities and features of the behavior of people of native and other linguistic communities in various situations of intercultural communication [3].

After the children have expressed their opinions, discussed the proposed issues and learned the opinions of foreign peers, we proceed to the final stage of our lesson.

As a homework assignment, we suggest thinking about how to improve the relationship of students to each other / teachers to students, to make school a safer place for everyone.

The task of students is to express and justify their point of view on this problem, taking into account the realities of the country. This type of tasks involves the active involvement of students.

Thus, by introducing into the educational process a set of tasks that contribute to the development of intercultural competence, we prepare students for a successful encounter with the manifestations of foreign language culture. Role-playing games in foreign language lessons increase students' readiness for intercultural communication, as well as the ability to think critically and empathize, put themselves in the place of another person.

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