

Teaching Foreign Languages under the Conditions of Globalization

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Abstract

Foreign languages play a rather important role in the current multi-cultural globalized market. Knowledge of a foreign language can help you to effectively cooperate with your colleagues, serve the clients better and even built a totally new career!

For whatever reason a foreign language is studied, self-confidence is definitely gained in the process of learning by achievement of the set objectives. In addition, in the process of learning you make many new friends among bearers of the language in the neighborhood, as well as on other continents! Knowledge of a foreign language is a skill which you will never lose (provided that you practice on a regular basis). Besides, learning of a foreign language can help you to develop the capacities of your brain, have a better understanding of other cultures and enhance relations with your foreign friends and colleagues! To do that, it is necessary to know their culture, traditions, customs etc. This plays an important role in the effectiveness of communication as well as teaching foreign languages. Many failures in international contacts and in the pedagogical practice result from ignoring them. The globalization process, in which all of us are involved, requires that students of non-linguistic specialties study foreign languages which will help them to find their way in the specialty, help them to communication and express their ideas in a competent manner. For that we should revise the result of learning a foreign language by students as well as expand the range of methodic means in teaching.

Keywords: globalization, foreign languages, foreign friends, colleagues, communication

Introduction

Readiness to learn foreign languages as well as the ability to communicate with other people are the condition for mobility as well as the key to mutual understanding, peaceful development in our interconnected world (Uve Tomas, 2000). Students of various nationalities quickly get on well with each other at universities. And people start to understand that they can live in peace. All people need this.

Demand on people who know a foreign language has sharply increased and internalization of life more and more facilitates the increase of need to study foreign languages. Experts of various areas of knowledge, such as: study of needs of students, independent study of language, using audio-visual means, speech, pragmalinguistics, computer usage while learning etc. facilitate learning of languages.

The main objectives of the learners are as follows

- a) study the language to cope with situations arising during contacts with people speaking this language;
- b) obtain a certificate confirming success in studies for personal purposes (for example, for self-affirmation or for organization of individual learning process) as well as for objective reasons (for example, to be submitted when ac-

cepted at a new job).

For easy communication people strive to learn as many languages as possible. Learning any foreign language is not difficult and is even feasible within relatively short period for representatives of any nationality. Learning foreign languages are included in the syllabus of almost all faculties. For example, English is the language of study at the International Black Sea University. But students can learn other foreign languages as well (Russian, Spanish, German, Turkish) according to their choice. Students, who receive an objective assessment at exams, will be entitled to obtain a certificate.

So what is globalization? All misfortunes in economy are justified by globalization and they say that all success is also owed to it. Globalization implies enhancement of cooperation between nations and worldwide differentiation of labour. In a word, globalization has become a permanent feature of our social, economic and cultural space. New forms of international cooperation appeared. Apart from student and teacher mobility, today globalization of higher education implies reform of syllabus and curricula, cooperation in scientific-research area through networks and associations, open and distant learning without limits and other kinds of

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activities (Sadlak, 1998). Presence of foreign students and scientists from different countries expands cultural horizons of students as well as the teachers of the country. Teaching foreign students also has an influence on development of their countries and facilitates the global economic and political stability. All participants of international educational programs automatically and often subconsciously develop the following **skills**:

- ability to admit lacunae in knowledge, which are inevitable for consciousness raised within the frames of one culture;
- intercultural communication skills; ability to recognize insufficiency of knowledge, i.e. lack of knowledge which defines motivation for study;
- knowledge about other cultures learnt from inside and many others (Callan, 1998).

Of course, there would be no problems on the way to globalization if the same language was used between countries. Globalization in education would not have been developed so well, if English language had not existed. English has been used as a universal language of communication during the last several decades. Until present, English language has served for maintaining contacts with foreign countries for many nations. And this situation does not seem to be changed in the future. Many countries open English language learning courses to attract foreign lecturers and professors or foreign students.

But it should be considered that history demonstrates a possibility of rather dynamic change of leadership of this or that language as of the means of international communication. In the ancient world, Greek, then Latin in Europe and Arabic in Asia, in the 19th century – French and finally in the 20th century – English. For example, it was Russia (and Georgia, as well) which gave such preference to the French that Russian language was pushed aside in the educated circles of the Russian society of the 19th century. Level of language and education of people of that period was measured by the level of knowledge of French.

In the 18th century, the language of science and education in Russia was German. At Moscow University, founded by M. V. Lomonosov, “the faculty” consisted of Germans and Mikhailo Vasiliyevich was the only Russian man who had been educated in Germany, had married a German woman and communicating in German language.

In the past, under the “iron curtain”, study of foreign language was not especially stimulated. It had not been common to freely speak a foreign language. Even the university language programs for future foreign language teachers did not exclude a number of modern radio and TV programs. If a student was not specialized in languages it was required that he/she only showed that he/she had read some portion

of texts. A language learner could not have bought a magazine or a newspaper or watch a new film in the language which he tried to learn. It may seem strange but under these rather limited conditions we developed a rather effective methodology of teaching foreign languages. As a result, when communication with people from capitalist countries became a reality in 1990s, two important circumstances were found out:

1. that we know words and grammar best of all, because all of our time was spent on it.
2. that we do not know how to communicate and that grammatical rules do not protect you from failures.

Today, even though Russian occupies the third place in the world after Chinese and English by the number of people speaking Russian (500 million people), and it is taught at universities and schools of about 140 countries to this or that extent, we cannot yet talk about its active dissemination in the world. The reasons for change of languages as means of international communications were mainly military-political factors and afterwards, technological. But the end of the 20th century is characterized by not only technological development, but also by penetration of Russian language into nearly all countries of the world. First of all, this is caused by opening the boundaries and drastic development of tourism in Russia. In the late 20th century itineraries were made in Russian in most countries of the world where mainly Russian tourists arrived. Russian-speaking managers appeared in banks and shops. This happens in the majority of EU countries, in Turkey and Egypt, in tourist zones of a number of Asian countries. For example, even a newspaper “Turkish News Bosphorus” is published in Turkey in Russian language. The newspaper has been published for 4 years already. It is intended for Russian-speaking readers in Turkey as well as readers abroad, namely of the countries, such as: Russia, Ukraine, Middle Asia and Kazakhstan. Its purpose is to facilitate the market development and business relations between countries. A Russian school has been functioning in Antalya for many years.

Conclusion

The state of affairs definitely changed in the late 1980s when boundaries were open and people began to travel and arrange business with foreign partners. Interest in learning foreign languages particularly increased and now students know why they are taught it. The globalization process in which all of us are involved, requires that students of non-linguistic specialties learn foreign languages which will help them to find their way in the specialty, help to communicate and express their ideas in a competent manner. For that we

should revise the result of learning a foreign language by students as well as expand the range of methodic means in teaching.

Nowadays, having learnt a language, we sigh with relief. A good life begins: high position, interesting salary, increased salary and many different opportunities. But how much time we should spend to learn a language and use it as communication means. At the same time, it should be explained to those who start learning a language that in parallel they should learn everything about the world in which this language actually lives and serves as communication means. In order to communicate and interact, people should be able to find common language.

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