

## USE OF TEACHING MATERIALS (FILMS, SYMBOLS, ETC.) TO TEACH INTERCULTURAL COMMUNICATION

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**Abstract.** *In both corporate and higher education settings, films are utilized as teaching tools for cross-cultural and intercultural concepts. The best kinds of materials, in terms of developing foreign language learners' intercultural communicative competences, are thought to be authentic materials. Realistic materials infuse the classroom with reality and serve as a link between it and the outside world. Since authentic materials are those that were not produced or altered with language learners in mind, the majority of commonplace items in the language of instruction are considered authentic materials. Language learners can interact with the target culture's actual language, customs, and way of life by being exposed to authentic materials. One of the best ways to motivate students is to use authentic materials when teaching culture. This will also help them realize that there is a community of users who speak this language as their first language. Print, audio, and visual materials are examples of authentic materials. This essay explores the use of authentic materials to enhance sociolinguistic, pragmatic, sociocultural, and nonverbal communication skills, as well as provides examples of activities in this area.*

**Key words:** *Intercultural communicative competences, films, English language.*

## ИСПОЛЬЗОВАНИЕ УЧЕБНЫХ МАТЕРИАЛОВ (ФИЛЬМОВ, СИМВОЛОВ И Т.Д.) ДЛЯ ОБУЧЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

**Аннотация.** *Как в корпоративных учреждениях, так и в высших учебных заведениях фильмы используются в качестве средств обучения межкультурным концепциям. Лучшими материалами с точки зрения развития межкультурных коммуникативных компетенций изучающих иностранный язык считаются аутентичные материалы. Реалистичные материалы наполняют класс реальностью и служат связующим звеном между ним и внешним миром. Поскольку аутентичные материалы - это те, которые не были созданы или изменены с учетом интересов изучающих язык, большинство обычных предметов на языке обучения считаются аутентичными материалами. Изучающие язык могут взаимодействовать с реальным языком, обычаями и образом жизни целевой культуры, знакомясь с аутентичными материалами. Один из лучших способов мотивировать студентов - использовать аутентичные материалы при обучении культуре. Это также поможет им осознать, что существует сообщество пользователей, для которых этот язык является родным. Печатные, аудио- и визуальные материалы являются примерами аутентичных материалов. В этом эссе исследуется*

*использование аутентичных материалов для улучшения социолингвистических, прагматических, социокультурных и невербальных коммуникативных навыков, а также приводятся примеры деятельности в этой области.*

***Ключевые слова:** Межкультурные коммуникативные компетенции, фильмы, английский язык.*

## **INTRODUCTION**

The world is getting to be more socially different and mixed each day, as distinctive societies spread around the globe. Societies are not arranged in or tied to certain nations as emphatically as they once may have been, and so the thought of learning more almost the different societies that encompass us gets to be more pertinent. Some time recently cutting edge time's spread of culture, moderately simple travel conceivable outcomes and quick web associations, intercultural communication may have been seen as something one ought to possibly know something almost when traveling overseas. Nowadays, intercultural communication is known as not as it were happening when we are distant absent from domestic, for case whereas traveling, moreover when talking online to individuals on the other side of the globe, or in our claim neighborhoods.

Movies are something that can interface individuals in numerous English-speaking societies. Agreeing to the considers, movies were seen most appropriate

to be utilized whereas educating almost culture. This can be due to the interesting realness and inspiration movies offer understudies. The investigate moreover proposed a fabric bundle to be made for English instructors who would need to utilize movies to educate around culture. Hence, this fabric bundle is for upper auxiliary instruction instructors who require help in coming up with works out almost culture in movies all around the English-speaking world.

## **FILM AS A MEDIUM FOR ACCOMPLISHING SOCIAL MINDFULNESS AND INTERCULTURAL COMPETENCE**

When it comes to educating culture in dialect classes, dialect course readings may totally pass culture as a subject on its claim by showing the dialect being learnt in "international contexts". What this implies is that the course-reading journalists, who are tied to certain societies, may attempt to speak to another culture. For illustration, in case a Finnish course-reading author composes almost Nigerian and Indian companions going on an occasion in Australia, numerous distinctive social issues ought to be considered within the situation. Firstly, the creator of the story has their possess culture.

Furthermore, so do the characters as well as the individuals in 13 where the occasions are set. In this way, the creator attempting to speak to another culture does not work, as their claim culture impacts how they select to show circumstances and what their lexicogrammatical and connections choices are. These sorts of materials fortify learners' suppositions around other cultures carrying on within the same way as their claim culture. This in turn prevents learners' capacities in understanding their possess culture as they are incapable to compare it with another.

## **PRINCIPAL CONCEPTS IN INTERCULTURAL COMMUNICATION**

Several management and HRD scholars have documented and discussed the use of films in intercultural training (Bhawuk & Brislin, 2000; Litrell & Salas, 2005; Littrell, Salas, Hess,

Paley, & Riedel, 2006; Summerfield, 1994; Mallinger and Rossy, 2003; Varner & Beamer, 2005; Verluyten, 2007, 2008). Nonetheless, the majority of these articles are conceptual in nature or provide examples of how writers have used films in their teaching. There is still a dearth of systematic research on the methods and results of using movies in the classroom, particularly for intercultural training and education. According to Mertler (2009), action research initiatives may have a variety of objectives and focal points. Therefore, when educators are thinking about creating or experimenting with a new teaching method or approach, an action research project might center on a particular teaching strategy. In this instance, the objective of action research is to carry out a methodical investigation into the new method's efficacy and refine it in light of the project's findings. Examining the root causes of an issue that has been noticed is another objective of an action research project. Mertler (2009) states that even though the reasons behind a problem are unclear, a teacher may notice that things are not going as planned in the classroom. In this situation, an action research project can investigate different possible causes of the issue and different remedies by methodically analyzing the circumstances and putting alternate plans of action into practice. Another possibility for a project would be to investigate a topic the teacher is interested in. Teachers' curiosity about particular issues or subjects may stem from their observations in the classroom as well as from their own experiences and events. The topic of interest can be investigated through the creation of an exploratory action research project. Mertler and Charles (2008) offered the relationship between human growth trajectories and education as an additional potential focus of an action research project. They made the point that the teacher or researcher might be curious to know how to make the most of students' interests and learning styles, boost the efficacy of self-directed learning, or enhance the relevance and interest of learning for specific students. This study was created in accordance with the educational action research methodology, which calls for instructors to serve as researchers as well. The action, in this case the process of creating and instructing the course, was combined with research on the action's results.

### **CONCLUSION**

Culture and dialect have continuously been associated and hence culture ought to have its claim partitioned center in dialect classes. Indeed in these cases, in any case, the center has been on the countries' prevalent culture, while minority bunches or subjective culture such as convictions have generally been ignored. When specified, minority bunches and External Circle nations may have been managed with concentrating on negative issues. This implies that as a rule issues such as destitution or servitude are brought up. Frequently these writings are put into reading material as discretionary fabric. Movies were chosen for this fabric bundle as a connective subject since of their different and wide extend of conceivable employments. The genuineness and inspiration given by movies for understudies too impacted this choice. Utilizing movies was too propelled by a proposal in which it was suggested that a fabric bundle ought to be made. That proposal concluded that movies were seen as amazingly appropriate for educating almost culture. Hence, this fabric bundle was made for instructors to instruct around the societies of the English-speaking world with the assistance of movies in upper auxiliary instruction. The fabric gives instructors with film proposals and a few subjects to select from. The works out center on the lessons' subjects from perspectives that help understudies in picking up social mindfulness. This

implies, for illustration, works out in which understudies attempt to see things from other cultures' perspectives and discover positive contrasts in other societies.

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