

The Sociocultural Interference in the Process of the Formation of the Experience of Intercultural Activities of the Student

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Abstract: The problems of sociocultural interference in the process of the formation of the experience of intercultural activities of the student are analyzed in the article. The sociocultural interference in our study is considered to be a communicative hindrance. The ability to build interaction and mutual understanding with partners in communication (social interaction), the ability to enter modern world processes of the development of civilization, the adequacy of mutual understanding between representatives of different cultural societies – all these tasks can be realized only with targeted forecasting of sociocultural interference. The successful forecasting of sociocultural interference is possible with cross-cultural interaction, that presupposes the way of communication of representatives of different national cultures within cognitive and communication activities. The cognitive aspect of such activities is considered to be a sum of knowledge and factors about the ethnical culture. The ethno-cultural information helps to get a systematic and full understanding about the real worldview of the representatives of different cultures. The communicative aspect is connected with sociocultural content, it includes the elements of socio-normative culture (the rules of verbal and nonverbal behavior of representatives of different cultures in comparison).

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1. Introduction

Today educational institutions face the following tasks: the formation of the general culture, the adaptation of the person to the life in society, the creation of the basis for conscious choice and mastering professional and educational programs. The main aim of higher professional education at the modern stage of the development of society is the preparation of qualified specialists of the corresponding level and profile, competitive for the job market, skilled in their profession and having knowledge in related areas of activities, capable to effective professional work at the level of world standards, ready for constant professional growth, social and professional mobility based on the principles of tolerance.

Sociocultural and socioeconomic transformation of modern society require a high level of professional preparation of students, the development of personal qualities, the formation of academic and special knowledge, skills providing competitiveness, social and professional mobility, the ability to switch from one type of activity to another, to combine different work functions, to be adequate in any socioeconomic environment and have experience in intercultural activities.

The experience in intercultural activities is one of the characteristics of modern culture when the

guarantee of harmonious development is interaction of different cultures. The experience of intercultural activity of the student is a specific type of personal experience that, unlike traditional, is self-produced and comprehended by the student. In the experience of intercultural activity the subject integrates the accepted and experienced, emotionally and valuably, knowledge and skills, becoming the basis for the subject's overcoming negative stereotypes in professional activities, sociocultural communication with bearers of different cultures [1, p.126].

The relevance of the studied problem is in the fact that in the process of the formation of the experience of the intercultural activity of the student, in the process of verbal and nonverbal communication with representatives of a foreign language culture there are different communicative misunderstandings. Such communicative misunderstandings are explained by the absence of the necessary communicative competence in communication partners and sociocultural interference caused by it. The study of the levels, components and types of sociocultural interference and also its causes is required due to the necessity to avoid or reduce the possibility of occurrence of communicative errors in the process of the formation of the experience of intercultural activities of the student.

Both U. Weinreich and E. Haugen pointed out the importance of considering sociocultural factors and the necessity of using interdisciplinary approaches in learning language contacts. E. Haugen notes that the language problems and the problems of culture are often mixed up. [2, p.63-65].

U. Weinreich speaking about the role of multi-language bearers in overcoming language borders in conditions of mixed varieties of languages and uniformity/diversity in the area of culture that takes place in different regions of the world, thinks that the exact description of interconnections between the language, psychological and sociocultural factors taking part in modern, allowing the observation, language contact situations, presupposes the study of bilingualism by the methods of a complex of related sciences [3, p. 25-28].

Main part.

The era of global changes in culture, politics and economy that are accompanied by simultaneous rapprochement and disintegration of cultures led to appearance of cross-cultural, interethnic and inter-religious conflicts. The experience of intercultural activities allows treat the presence of different ethnocultural groups in a positive way and voluntarily adapt to social institutions, to the requirements of different cultural societies.

The processes developing in the area of interethnic relationships can be forecast badly enough by means of ethnography, ethnosociology and ethnopsychology badly enough. The results of their studies are more often of a short-term limited character, leaving space for wrong decisions that could result in serious social and political crises. This situation objectively stimulates active creative search for new directions in the analysis of cross-cultural relationships that study and interpret new aspects of social processes. One of the consequences of global changes that take place is overcoming sociocultural interference for the effective formation of the experience of cross-cultural activity of students.

This experience forms in the student the understanding of social and individual value of ethnic stereotypes, of barriers and intercultural conflicts. To advance to these goals the psychological study of the relationships to the representatives of different cultures can be useful, as well as orientation towards multiculturalism in citizens of multiethnic societies, that causes the necessity of the formation of the ideal, the highest level of the development of the qualities of a multicultural personality. The formation of the basic culture and its multicultural component should be considered from the point of view of the formation of the necessary minimum of common abilities of the

person, his or her values and qualities without which the person's socialization is impossible, determining successful overcoming intercultural conflicts in modern globalization and the integration of society.

Cross-cultural conflict as a collision of opposing interests, goals, desires and attitudes of the interacting subjects is objective reality and appears during the difficulties of cross-cultural communication. Such communication appears between students, bearers of different cultures as different types of objectively or subjectively experienced difficulty or violation, in the process of education and extracurricular life, caused by the peculiarities of the personal development in a certain sociocultural environment and socio-psychological nature of intercultural communication. The consequence is, as a rule, a full or partial failure to achieve goals and unsatisfied needs and motives of intercultural communication that is accompanied by dissatisfaction of the subject by the process of communication and his or her role in it.

There are three main types of cross-cultural conflicts: social cross-cultural conflicts that arise from socio-perceptive barriers, obstacles and hindrances to successful communication; organizational cross-cultural conflicts, mainly arising from objectively detected violations and complications; personal cross-cultural conflicts connected with subjective inner feelings of psychological discomfort in the subjects of communication.

To let understanding happen and to eliminate unnecessary collisions and errors in the act of cross-cultural communication, it is necessary to minimize socio-cultural interference in the process of the formation of the experience of cross-cultural activities of students as sociocultural interference in our study is considered to be a communicative obstacle. Cross-cultural communication in the broad sense means the interaction between the representatives of different linguistic communities. Such communication presupposes that speech partners speak at least two languages – their native language and English, i.e. two language systems meet in their linguistic and cultural consciousness, two worldviews or, in other words, two linguocultural codes. In the process of using foreign languages these two systems inevitably overlap that leads to the explication of cross-language interference. P.V. Timachev after L.V.Kulikova, N.L.Shamne, V.I. Shakhovskiy etc. considers cross-cultural communication to be “the communication between representatives of different national and linguocultural communities (the term of V.V. Krasnih) as well as the communication between representatives of different subcultural (social,

professional, gender) groups of one language community, in the process of which the foreign culture of the communication partners becomes apparent implicitly or explicitly, influencing the results of communicative interaction" [4, p. 5-6].

The phenomenon of interference is studied in linguistics, sociolinguistics, psychology, psycholinguistics, in methods of teaching foreign languages. From the point of view of psychologists interference is the emergence of obstacles and hindrances because of the transfer of skills from one activity to another. Taking into consideration the psycholinguistic side of this phenomenon interference should be viewed as "the process of conflict interaction of speech mechanisms caused by the objective differences, that is reflected in speech of the bilingual person in deviations from the patterns of one language under the influence of the negative interaction of the other or due to intralingual influences of similar nature" [5].

In psycholinguistics interference is viewed as an integral part of the process of the slow gradual penetration of this or that element of a foreign language into the system of receptive language in the process of mastering it.

In linguistics the problem of interference is viewed within the language contacts and under interference we understand "the violation by the bilingual person (the person who knows two languages) of norms and rules of correlation of two contacting languages" [6].

Sociocultural or cultural interference according to A.V. Shepilova is caused not by the system of the language; it is caused by the culture that reflects in this language. Similar in different cultures realities, phenomena, norms of behavior can cause interference [7]. For example, "partner in business communication understands and interprets the phenomena and events of a different culture and the communicative behavior of the interlocutor in the wrong way, i.e.: perceives and evaluates the personality of the partner in business through the prism of the norms and values accepted in his or her own lingvo-socium, through the prism of the accepted interpretation of the world" [8].

The result of sociocultural interference can be an inappropriate reaction of the Russian-speaking individual to the question "How are you?" when the latter, as a rule, starts to give a detailed, often lengthy reply, describing health, family circumstances, success or troubles at work, while English in accordance to the requirements of culture, national character and mentality, allows practically only one answer: "Fine, thank you", even if the speaker is deeply unhappy [9]. Sociocultural interference is caused not by the system of the language, it is caused

by the culture that reflects in the language. Interference appears when at least one of the participants of communication perceives similar realities, events, norms of behavior in another culture through the prism of the accepted by him or her model of an interpretation of the world.

The ability to start a communicative act requires from the learner the ability to be adequate in a social situation and to control it. Both realities and conventions of social behavior differ considerably in different cultures. The Russian speech etiquette differ considerably from, for example, the English one. In England it is not accepted even among the closest relatives to speak negatively about the poorly cooked food that is pretty common in Russia.

To overcome communicative misunderstandings, caused by lingvocultural interference it is necessary, according to N.L. Shamne, to use sociology of knowledge i.e. the knowledge of participants of communication about the presence of the situation of cross-cultural situation makes them aware of the possibility of visible differences at the level of content [10, p.3-7].

According to P.V. Timachev, it is necessary to bring into language competence of foreign (English) language learners the knowledge of the cultural connotation and in the process of teaching communication to instill skills to select culturally-marked units of the English language to avoid communicative misunderstandings in real cross-cultural communication [4].

Conclusion.

Thus, to get adequate understanding between the communicants in the process of the formation of the experience of intercultural activity is impossible without the knowledge and skills of mastering the cultural connotation of the word and the culture of the country of the studied language. It requires additional knowledge sufficient in its volume, the knowledge of the realities for the formation of the sociocultural background, against which the process of communication in a foreign language develops. As communication is not limited to the use of language units and also includes all the presuppositions about the world, rules and norms of communication and behavior, knowledge and skills specific to this culture, determining belonging to this culture.

The cultural content is actualized in the process of the formation of the experience of intercultural activities of the student in the expressed or implied form and is accompanied by communicative misunderstandings. Explicitly expressed cultural meaning at the same time conceals certain extralinguistic information that negatively

affects the formation of the experience of intercultural activities of the student, contributing to the emergence of sociocultural interference and at the same time puts obstacles in the way of the correct perception of information.

Summary.

Sociocultural interference is the interference of the elements of one cultural system in the other during intercultural activities and the result of this interference can be both negative and have positive sides contributing to the adequate understanding, interaction as well as realization of effective communication. The phenomenon of negative interference, its forecasting and preventing are of special interest. Such “negative material” creates certain hindrances and slows down the process of communication that leads to misunderstanding and communicative failures. To achieve more success it is necessary to master the foreign language, to master the knowledge of sociocultural, culturological and regional characteristics of the country of the studied foreign language.

Thus, in the process of the formation of the student’s experience of intercultural activities the meeting and dialogue of cultures occur that gives rise to such a phenomenon as sociocultural interference.

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