

On the basis of the presented material it should be noted that the creation of Moodle-based distant education courses is up-to-date and perspective both for the organization of the process of learning foreign languages at a non-linguistic higher education institution and for managing it. In particular, increasing the quality of control in e-learning a foreign language at a non-linguistic higher education institution allows not only to increase the efficiency of education but also to inspire students to further independent studying a second language.

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**PROBLEMS OF CROSS-CULTURAL  
COMMUNICATION IN AN EDUCATIONAL INSTITUTION  
(BASED ON THE ENGLISH LANGUAGE)**

**ПРОБЛЕМЫ ОБУЧЕНИЯ МЕЖКУЛЬТУРНОЙ  
КОММУНИКАЦИИ В РАМКАХ  
ОБЩЕОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ  
(НА ПРИМЕРЕ АНГЛИЙСКОГО ЯЗЫКА)**

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*Keywords: cross-cultural communication, stereotyping, clichés, vocabulary, stages of communication.*

*Ключевые слова: межкультурная коммуникация, стереотипизация, клишированность, лексика, этапы коммуникации.*

*Abstract. The article is devoted to the study of a foreign language school lesson components, which lead to difficulties in cross-cultural communication of students with native speakers. The main disadvantages of a foreign language school curriculum, the consequences of using such curricula, the stages of cross-cultural communication process, as well as the difficulties of cross-cultural communication that students face and ways to eliminate such difficulties are considered.*

*Аннотация. Статья посвящена анализу элементов урока иностранного языка, которые приводят к затруднению межкультурной коммуникации обучающихся на иностранном языке с его носителями. Рассматриваются основные недостатки школьной программы по иностранному языку, последствия реализации подобных программ, этапы процесса межкультурной коммуникации, а также трудности межкультурной коммуникации, с которыми сталкиваются обучающиеся, и пути устранения подобных затруднений.*

In the modern world, communication between representatives of different cultures is becoming an integral part of human life. The World Wide Web has allowed us to communicate with people from different parts of the world. Transnational corporations are increasing their influence in many countries, including Russia. The opening of borders and the availability of transport allow regular travel. All this brings the process of cross-cultural communication to a higher level. At present, it can be argued that the boundaries between representatives of different cultures and peoples within the framework of interpersonal, business and scientific communication are practically erased [3, p. 111]. The very fact of cross-cultural communication is becoming regular for most of the population.

The term "cross-cultural communication" is an adequate understanding of two participants in a communicative act belonging to different national cultures [2, p. 4].

However, typical difficulties are still encountered in the dialogue between different cultures representatives. One of the difficulties is stereotyping and clichéd communication, especially when communicating in a foreign language. Such difficulties are the result of improper selection by a foreign language teacher of didactic material and methods of teaching a foreign language. A foreign language lesson in a modern school should include not only work with the sections of the studied language, but also acquaintance with the history, life mode and customs of the people speaking this language. It is the lack of attention to this aspect of learning a foreign language at school that leads to difficulties in the process of cross-cultural communication in practice.

Clichés in the speech of interlocutors appear immediately upon realizing the fact of cultural differences. This is especially evident when communicating on the Internet in writing or orally. For example, if you inform an interlocutor, who is a representative of another country or culture, that you live in Russia or the CIS countries, you can often hear the cliché phrase: "Yes, I know vodka, matryoshka, perestroika, balalaika". Such stereotypes began to collapse almost half a century ago with the weakening of restrictions on crossing the borders of the USSR by foreign citizens, but similar clichés are still encountered today. Such stereotypes are the result of an insufficiently high level of "cultural education".

Many correspondences can be drawn with representatives of other cultures. For example, the study of a foreign language at school most often takes place on the basis of a learning package (hereinafter referred to as LP). Having opened any of the components of the LP in English, we will see a lot of pictures that are designed to visualize text material. A large number of illustrations from the English textbook cover the following topics: the royal family, tea drinking, London telephone booths and buses, taxis, Big Ben, etc. The text material includes similar topics, as well as topics affecting the problems of adolescents, the names of various professions, and hobbies. All this stereotypes the image of Great Britain. We can recall similar stereotypes in relation to many cultures and countries of the world.

The above topics are really important for study, but for the formation of a foreign language communicative competence it is important to acquaint students with the life

of ordinary people, talk about typical residential areas, elements of the life of the population, etc. It is a detailed study of everyday life that leads to the assimilation of communication norms with representatives of other cultures and is the basis for the correct construction of cross-cultural communication entire process.

A foreign language lesson is prepared by a teacher. It is he who is able to correct such shortcomings. The understanding of other peoples and countries culture can be formed by the study of traditions, customs and holidays of other peoples and cultures. Such material must be prepared by the teacher himself.

It is equally important to pay attention to working with vocabulary. Cross-cultural communication is often based on typical everyday situations in which a limited number of lexical units are used. It is necessary for the student to learn not only such lexical units, but also to know their synonyms, to understand the shades of lexical meanings, to know the etymology and the additional meaning of the word or its semantic shade.

The act of cross-cultural communication consists not only of the actual dialogue of two representatives of different cultures, but also the moments of greeting, farewell, facial expressions and gestures. It is from understanding the meaning of these stages of cross-cultural communication that its success depends. The foreign language school curriculum rarely considers these aspects.

For example, in male society in Russia and the CIS countries, a greeting in the form of a handshake is considered the norm. When communicating with representatives of other cultures, this may be unacceptable, an attempt to such a greeting can make the interlocutor, who is a representative of another culture, feel uncomfortable, which also complicates the communication process. "Here in America, it is generally not customary to shake hands. They do not greet like that, but just throw up their palm in greeting: "Hi", and go on. In Russia, they won't understand you if you don't shake hands", comments Russian hockey player E. Kuznetsov.

The farewell stage also has its own characteristics. For example, the process of farewell in Great Britain can be described by everyone with the well-known phrase "Leave in English/Take French leave", or with a humorous phrase: "The British leave without saying goodbye, and the Russians say goodbye, but do not leave."

It is from the knowledge of such subtleties that successful cross-cultural communication is formed. The main task of English teachers is to search for didactic material, as well as practical work with students, which will allow them to behave competently during communication. The student must learn not only to relay information from his native language to a foreign one, but to understand the peculiarities of the culture and language of the interlocutor, take them into account and correct his own statements, manners and facial expressions in the course of cross-cultural communication.

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## ADVERTISING AS A FORM OF MODERN MASS COMMUNICATION

## РЕКЛАМНЫЙ ТЕКСТ КАК ФОРМА СОВРЕМЕННОЙ МАССОВОЙ КОММУНИКАЦИИ

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*Keywords: advertising, slogan, expressiveness, communication, impact.*

*Ключевые слова: реклама, слоган, выразительность, коммуникация, воздействие.*

*Abstract. The article studies the advertising text in general and the advertising slogan in particular as tools of mass communication in modern society. The authors consider the main functions inherent in an advertising slogan from the viewpoint of achieving the ultimate goal of an advertising campaign – that of an impact on a potential buyer. The authors come to the conclusion that advertising as a modern form of communication is specific, and its potential has not been fully explored.*

*Аннотация. Статья посвящена анализу рекламного текста в целом и рекламного слогана в частности как инструментов массовой коммуникации в*