

FOREIGN LANGUAGE LITERACY AS A CONDITION FOR THE SUCCESSFUL DEVELOPMENT OF MODERN SOCIETY

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Abstract: This paper deals with the concept of foreign language literacy which is considered as a condition for the existence and successful development of modern society. It is emphasized that globalization, interdependence of countries and cultures and many other changes caused significant changes totally in the education system and increased the role of a foreign language in the life of the individual, the society and the state. It is known that foreign language literacy contributes to improving the country's competitiveness, the restructuring of the economy in the country, the state ingress and integration into the world economic and cultural community, the access to the latest information technologies. The role of a foreign language as an academic subject increases due to the introduction of new federal state educational standard where the development of student's personality on the basis of universal educational actions, knowledge and development in the world form the purpose and the main result of education. It is argued that knowledge of a foreign language and culture eliminates the barriers of mistrust and makes it possible to carry and spread one's own culture, to create a positive image of the country abroad. Teaching intercultural communication contributes to the formation of active life position of students. Foreign language literacy certainly contributes to educational and self-educational opportunities.

Keywords: foreign language literacy, globalization, intercultural communication, educational opportunities, universal educational actions, modern society.

1. INTRODUCTION

Currently foreign language learning is one of the priority directions of modernization of modern school education. The social status of a foreign language as a school subject has radically changed. Globalization, informatization, interdependence of countries and cultures has led to the increasing role of a foreign language in the life of the individual, the society and the state. Changes that have occurred in recent decades in the country, namely, the change in the socio-economic and political foundations of the Russian state, the openness and internationalization of all spheres of social life, increasing opportunities for international and intercultural communication, the necessity of integration into the world community, also have an impact on the increasing role of a foreign language in the society. Now a foreign language is the tool demanded by the individual, society and state (Kuzovlev, 2010) (Kuzovlev, Lapa, & Peregudova, n. d) (Passov, 2001).

Such processes cause significant changes totally in the education system. For instance, multicultural education gets particular relevance, the essence of which is the combination of cultural traditions in the content, methods and organizational forms of education leading to recognition by students of the phenomena of cultural diversity as social norms and personal values, to assigning the images of culture and of a man as a creative intercultural enrichment (Achaeva, & Pospelova, 2017) (*The International Encyclopedia of Education. Oxford*, 1994) (Arslan & Rata 2013). The new requirements outlined in Federal state educational standards, suggest the formation of students' training not only professional, but also personal qualities and abilities: patriotism, love to Motherland, respect its people, its spiritual values and traditions, but at the same time respect and acceptance of foreign culture, the ability to achieve mutual understanding, constructive dialogue and the ability to live in a multicultural world.

The existence and successful development of modern society is possible only with a certain level of foreign language literacy of its members. It is known that foreign language literacy contributes to improving the country's competitiveness, the restructuring of the economy in the country, which is one of the biggest barriers (language and cultural) in the implementation of joint international projects, the creation of joint ventures; state ingress and integration into the world economic and cultural community; access to the information 'universe' and

the latest information technologies. Foreign language literacy in the current environment is seen as an economic category (Kuzovlev, 2010) (Passov, Kiberova & Kollarova, 2015). Integrating with technical sciences, material production, it turns into a direct productive force.

2. METHODS

In writing this article traditional teaching methods have been used including learning from the experience, primary sources, that are the best practices of creatively working pedagogical researchers on the problem of the relevance of foreign language literacy in today's world, both domestic and foreign. The article also presents the analysis of school documentation, in particular the status and role of a foreign language as an academic subject is actualized, according to the new requirements of federal state educational standard. In combination with other methods in the initial stages of the study observation method has been used where the objectives of the study are determined, the functions of foreign language literacy as a pedagogical phenomenon are revealed according to the requirements and terms dictated by the modern society.

3. RESULTS AND DISCUSSIONS

The role of a foreign language as an academic subject increases due to the introduction of new Federal state educational standard where the development of student's personality on the basis of universal educational actions, knowledge and development in the world form the purpose and the main result of education. The transition from a knowledge paradigm for an education one makes an enormous educational potential of a foreign language demand. A foreign language is truly unique in its educational opportunities; it is able to make its special contribution to the education of the citizen of Russia, as the main result of education.

A foreign language is an important means of educational influence on the personality. Being a part and an instrument of culture, a foreign language forms the identity of the person through the vision of the world, mentality, attitude to people inherent in the language that is through the culture of the people using this language as a communication tool. In a constantly changing modern world with its pace and demands the language, as before, is the basis of communication between people, and the modern approach to its study is thoroughly based on the

definition of the language as a complex system. Language has always been of great interest, because it is a way of fixing all the practical activities of man.

As it is known, learning another language provides access into a perspective other than one's own, it increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is considered to be the vehicle required for effective human-human interactions and yields a better understanding of one's own language and culture (Moeller & Catalano, 2015) (Ellis, 1994).

It is believed that language is one of the main features of the nation, which expresses the culture of the people speaking it, i.e. national culture. Two national cultures are never identical, each culture consists of national and international units, so foreign language learning involves not only the development of new code and new way of expression, but also the familiarization with the source of information about the national culture of the people-carrier of the target language; the language is considered in close connection with the facts of social life of its creators and bearers, with their history, geography, life, culture and literature (Ahmanova, Melchuk & Paducheva, 1961). The combination of this knowledge is the world of the target language, without the penetration in which it is impossible fully to understand linguistic phenomena.

Learning a new foreign word, the equivalent of the native, one should be very careful with its use. There is a notion behind a word, there is an object or phenomenon of the world reality behind an object, and this is a world of a different country, it is foreign, strange, and alien. S. G. Ter-Minasova focuses on the word usage: in the production process of speech, that is, when implementing the active skills of language (speaking, writing), the following problems become especially acute: the problems of cultural barrier and cultural component, the presence of cultural background knowledge about the world of the target language. Indeed, in order not just to learn to recognize the meaning of the word in the text produced by someone, but to produce this text by yourself, you need to know not only the meaning of the word, but to know more about what is behind the word, about the thing meant, about its place and functions in the world where this language is used as a real means of communication (Ter-Minasova, 2000).

Foreign language literacy opens the immediate access to vast spiritual wealth of another nation, it increases the level of a student humanitarian education, it contributes to the future join into the international community, through the development of respect for other cultures. Familiarity with the culture of the people of the target language promotes a deeper awareness of their native culture, education of patriotism and internationalism. Knowledge of a foreign language and culture eliminates the barriers of mistrust and makes it possible to carry and spread their own culture, to create a positive image of their country abroad. Teaching intercultural communication contributes to the formation of active life position of students. At the foreign language lessons they get the opportunity to discuss topical issues and events, their own actions and the actions of their peers, to learn to express their attitudes to the present, to justify their own opinions. All this contributes to their further successful socialization. Foreign language literacy makes for development and communicative culture. Students learn communication techniques, master speech etiquette, strategy and tactics of dialogue and group communication, learn to be polite, friendly voice partners (Gladun & Kruchinina, 2015) (Demidova, 2016).

Intercultural communication influences overall speech development of students. They learn more consciously and carefully to consider the choice of ways and means of expressing their thoughts. Learners improve their ability to plan their speech behavior, to formulate and solve communicative tasks; they develop the ability in adequate using the available verbal and nonverbal means of communication. Foreign language literacy forms attentive attitude to the text and to reading in general. Linguistic horizon is expanding through foreign language literacy. Comparing the foreign language with the native language, students are aware of the existence of different ways of expressing and processing thoughts. Foreign language learning makes a significant contribution to the culture of mental labor. A foreign language as a school subject prepares students for successful socialization after graduation from educational institutions, teaches to build successfully relations with other people, to work in group and team. Foreign language literacy certainly contributes to educational and self-educational opportunities, to choice of profession and career growth of future specialists.

E. V. Koroleva and Yu. R. Kalschikova (2015) emphasize the importance of the development of foreign language communicative competence. At the

same time, according to the authors one of the requirements of federal state educational standard is the formation of universal educational actions, as the ability of the learner to make full use of his own resources is the true key to success. The term 'universal educational actions' means the ability to learn, i.e. the ability of the subject for self-development and self-improvement by conscious and active assignment of new social experience (Asmolov, Burmenskaya & Volodarskaya, 2011).

4. SUMMARY

Students acquire rational techniques of foreign language learning and universal educational actions: using various dictionaries and other reference books, finding information on the Internet, using e-learning resources, navigating in the information educational environment, etc. According to the requirements of Federal state educational standard for a foreign language as a school subject particular attention should be paid to the development of universal educational activities and special learning abilities; in the foreign language class it is necessary to set and achieve more challenging goals: not only educational, but also developmental and socio-cultural. When planning a lesson, a foreign language teacher should be clear about which universal educational actions should be developed and what results are to be achieved.

There are different types of universal educational actions. The communicative educational actions provide for social competence and taking into account the positions of other people, partners in communication or activities. Personal universal educational actions provide for value-semantic orientation of students. Cognitive universal educational actions involve general learning, logical learning activities, as well as the formulation of the problem and its solution. A special place among universal educational actions is the regulatory universal educational actions, which provide the organization of the students' own training activities. The importance of this kind of action, in accordance with Federal state educational standards, is due to the fact that for the independent organization of learning activities, the student must be able to set himself posed problems, to discover the easiest way of their solution, to evaluate equally his level of knowledge and skills (Koroleva, Kalschikova, 2015). Regulatory educational actions intend to ensure the organization of the students' own training activities. According to scientists and methodologists the special program of development of universal educational activities should be developed in the

educational-methodical complex, allowing the student to go from mastering basic academic skills under the guidance of a teacher to full autonomy (Kuzovlev, 2010).

5. CONCLUSION

Thus, foreign language literacy is no doubt, an important condition for successful development of modern society; it is especially actualized in the light of globalization of education of the present time. The high level of foreign language literacy is the foundation and success of socio-economic progress. Foreign language mastering is an important competence of future specialists on a national scale, which is transformed in the national capital. In society, there is a real need for specialization and specialists of foreign language education. In addition, foreign language literacy, contributes to the profession and the future career growth of future specialists.

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