

INTERCULTURAL COMMUNICATION AND PROBLEMS OF TEACHING ENGLISH TO STUDENTS- NONLINGUISTS



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Abstract

The article is about intercultural communication – a dialogue, carried out in conditions of such significant cultural differences due to the communicative competence of its members that these differences significantly affect the success or failure of communicative events.

Keywords: culture, skills, abilities, internet, language, ethnicity, national.

МАДАНИЯТЛАРАРО МУЛОҚОТ ВА НОФИЛОЛОГИК ОТМ ТАЛАБАЛАРИГА ИНГЛИЗ ТИЛИНИ ЎҚИТИШ МУАММОЛАРИ

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Аннотация

Мақолада маданиятлараро алоқа – бир-биридан фарқланувчи турли маданиятлар ўртасида хилма-хил шароитларда амалга ошадиган мулоқот хусусида сўз юритилади. Ушбу фарқлар коммуникатив ходисанинг муваффақиятли ёки муваффақиятсиз бўлишига сезиларли таъсир кўрсатади.

Калит сўзлар: маданият, малакалар, қобилиятлар, интернет, тил, этник, миллийлик.

МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ И ПРОБЛЕМЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ НЕЛИНГВИСТАМ

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Аннотация

В статье речь идет о межкультурной коммуникации – это общение, осуществляемое в условиях культурно обусловленных различий в коммуникативной компетенции его участников. Эти различия существенно влияют на удачу или неудачу коммуникативного события.

Ключевые слова: культура, навыки, способности, интернет, язык, этническое, национальное.

Intercultural communication is a dialogue, carried out in conditions of such significant cultural differences according to the communicative competence of its members that these differences precisely affect the success or failure of communicative events. This is most evident in business, where the success of negotiations sometimes depends on how far the parties are aware of national characteristics, traditions and manners towards each other. Mental competence is understood as knowledge that is used in the transmission or transferring of symbolic systems and their rules of behavior and principles of communication. Intercultural communication is characterized by the evident that participants in direct cooperation use special language versions that are different from those they use when interacting in the same culture (1, 19–20). From the point of view of the uniqueness and individual experience of each human being, it means that communication, which constantly occurs while the exchanging of messages, recreates the values, because they do not correspond even to people who can speak the same language, which have grown into the same culture. This does not mean that the existence of different cultures and different languages of communication is so difficult that full of misunderstanding and only certain kind of people can speak with a certain amount of irony. Communication allows participants to express some appearance with respect to the information themselves, the inner emotional state and status roles in which they are similar or related to each other. From the history of intercultural communication, the term "intercultural communication" in the narrow sense appeared in the literature in the 1970s. By that time, a scientific direction was also formed, the essence of which was to study and do researches about the communication failures and their consequences in situations of intercultural communication. Until 1972, a scientific course was organized, and most of it was the study of the consequences of communication breaks and their impacts and effects on intercultural communication. Later, the expansion of the concept of intercultural communication, such as translation theory, foreign language teaching, comparative cultural studies, and so on (1, 45). Today, the intercultural dialogue process focuses on the behavior of people who face the culture as a result of differences in linguistic activities and the consequences of these differences. The major task of teaching foreign languages as a means of communication between people of different cultures and characters is to learn the indivisible combination of these languages with the culture of the world and those who understand these languages. The maximal improvement of communication skills is a key, promising task for foreign language teachers. To address this issue, you need to learn new teaching methods to improve your language skills, as well as new teaching materials that can be used to educate people for effective communication. However, it would be a mistake to give up any old technique that would be very rushing. The best, useful, authenticated learning

practice should be carefully chosen and necessary for the goals that need to be addressed in these professional conditions. In this context, the idea of teaching foreign languages has been radically changed, focusing on linguistics and intercultural dialogue. If a very strong fundamental research base is created, solving this problem can only be a pragmatic one. Its creation is important, first of all: 1) apply the results of theoretical tasks on philology to the practice of teaching foreign languages; 2) theoretically comprehend and summarize the extensive practical experience of teachers of foreign languages. Modern close cultural ties have led to the normalization of the teaching methodology of foreign languages. Now teachers are trying to teach students who can use less literary material than their pupils. Nowadays, foreign language teaching is considered as a daily communication tool with other cultures. The aim of higher education is not only to develop basic knowledge in narrow specialized areas, but also to establish highly qualified foreign teachers with any knowledge in the chosen profession, that is, technicians should not only learn technical and other foreign languages, but also have to use linguistic knowledge first. Today, foreign language learning is considered as a daily communication tool with other cultures. And for this you need to know this culture, its foundations and features. Today, the Earth no longer seems as big as 100 years ago! It almost does not remain unexplored places and unknown peoples. With the help of modern technology we are able to not leaving the house to go on the other side of the world (TV) and to communicate with colleagues, to decide any question of business at the other end of the world (VEB camera and Internet). It was the last time when we have access to other countries, where the Internet is gaining more and more space in our country, the problem of cross-cultural communication gets so acute and so pressing is the need of cultural studies in the process of teaching a foreign language (3, 67, 69). Learning a foreign language is a great way to get acquainted with other folklore and develop respect and love for it. The main components of the following components of the foreign culture can be traditionally based on national characteristics – traditions and customs; – Traditionally – consumer culture; – Everyday behavior; – National picture of the world, which reflects the specifics of perception of the world; – Art and culture, which can also be attributed to the elements of ethnography and ethnology. Teaching Business English at the Faculty of Management at the State University Higher School of Economics, in the light of the above, it has its own characteristics and its application purpose. We do not forget that it prepares managers – leaders and organizers, who in addition to specific professional knowledge should have a common culture, be enlightened, tolerant and, therefore, have a wide range of knowledge about the cultural characteristics of different peoples. Since language and culture are interrelated, language can not be separated from the culture of the country. The language is the

most obvious and clear way of expression, especially its culture. There are several ways to simultaneously teach the language and culture. And we want to share with you colleagues the humility experience in this area (2, 7, 18).

1. Role playing. This is very well known in our temporary teaching process, when students enter into the situation of other nationalities and try to preserve the characteristics of their culture and language, play scenes on this topic. This is a part of the theatrical developments, the maximum penetration into this role and, thus, serious training, research materials in the books and in the media. Glad to note that the potential for this for our students unlimited: excellent specialized bookstores, movies, TV shows, "talk shows", the Internet, personal contact with native speakers of a particular culture and language (in clubs, bars, student gatherings, and so forth). We used role-playing games in the classroom dedicated to peculiarities of negotiations conduct in different countries, the role of the manager in his organization, centralization and decentralization in large corporations, strategic planning in large and small firms and companies.

2. Preparation of individual messages containing interesting facts on the subject of the lesson. For instance, higher education in one of the countries of Europe or Japan, especially the cuisine of Europe and Asia, the specifics of negotiating in different countries, cities, etc. in accordance with the current topic of the lesson. Students choose the country and prepare a ten-minute review of the topic. The rest of the group carefully describes the performance to be ready for a reasoned discussion. At the end of the class, students develop, for example, the ideal system of higher education in our country on the basis of the experience and achievements of other countries. The work of each student is evaluated individually.

3. Group messages or conversations in which the cultural characteristics of different countries in specific areas of life (according to the theme of the lesson) are compared and analyzed. For instance, 3 or 4 students (but no more) prepare a home task, for example, about the features of the national cuisine of any country. Information should be correct, interesting, understandable and colorful presentation publicly and emotionally should be explained. Students may work with various visual media: a computer that displays video, images, folklore elements. We are very pleased to use posters in the classroom, folk costumes and even descriptions of unusual recipes for natural dishes.

4. Colorful presentation on the topic. Since most of the business communication currently takes place in various presentations, our purpose is to teach students how to use this work correctly and effectively. Any public performance (the answer to the occupation of the site or on the board, toast at the table, anecdote in the circle of friends, etc.) – Presented, this is a small theatrical performance for which there is a rule. They may be common to all, but have some characteristics in

different countries and cultures. Body language, speech speed, different gestures and several ways of attracting and retaining the attention of the audience are somewhat different.

5. Home Reading. This is a special kind of homework. Students get a job for a month or week, after which one of the sessions to discuss management features described in a specific work of art (for example, in the novels of Arthur Hailey "Hotel" and "Airport" in the novels of Mr. Grisham "Company" and "Broker"). While discussing, the teacher pays attention to the characteristics of the characters, describing them as representatives of a certain culture, a certain mentality, characteristic of the time described in the novel. Students discuss management problems and problems in comparison with our time and our country. This method helps students actively improve their range of vocabulary; learn new realities, characteristic of different countries, in the world of another culture. So, they may never face with culture shock when they go to another country.

In conclusion, I want to say that, going into the study and understanding of other cultures, we have less than bow to the great Uzbek culture! And not because some culture is more profound and great, and the other less! And because the beauty of the world – in the variety and diversity of both nature and people with their cultural past, present and future. Admiring the culture of other nations, we are proud to realize the place of Uzbek culture, which we are particularly close and relative. And we try to share that feeling with our students, fostering in them a deep love for our country and a great respect for other nations and people, and of course for their culture.

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