Issues on Modern Tendencies in Teaching Intercultural Communication

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Abstract: The article deals with the issues based on contemporary tendencies in teaching intercultural communication. As we know, a future specialist in intercultural communication should be thoroughly prepared to participate in professional business international cooperation and be able to take into accounting the specific ideas and preferences existing in the cultures of foreign business partners in the ways of forming thoughts. In this regard, in professionally oriented teaching of foreign language communication of students of language faculties, special attention should be paid to the development of their ability to choose the correct form to formulate their ideas, taking into account the cultural identity of the native speaker. This is another of the current trends in teaching intercultural communication in the system of higher language education.

Keywords: ability, current trends, intercultural communication, language education, language faculties, foreign language communication, culture.

INTRODUCTION

Today, teachers must be ready for the creative use of the most productive educational technologies that provide high-quality training for future specialists in intercultural communication in the process of teaching a foreign language in the system of higher language education. This is one of the most significant modern trends in teaching a foreign language and intercultural communication.

As we know, on the basis of modern civilization lies the diversity of cultures, which are in constant interconnection and interaction. Moreover, each culture has its own language system, with the help of which native speakers communicate with each other. At present, the study of a foreign language is inseparable from the acquaintance with the culture of the country of the target language, its history, cultural traditions, and the peculiarities of the national vision of the world. In this regard, in recent years, philological science has been actively developing, and the problem of the linguistic picture of the world has received a new perspective of consideration. Linguists began to be interested in the idea of the importance of language for cognitive processes, the possibility of using it as a source of information about the surrounding world.

METHODS AND ANALYSIS

Each lesson of a foreign language is the practice of intercultural communication, because each foreign word reflects a foreign world and foreign culture. Mutual understanding between national cultures is an extremely difficult process, but a foreign culture can be learned. The dialogue of national cultures has already become a generally recognized fact, since in social reality language is “a guidebook that is gaining increasing importance as a guiding principle in the scientific study of culture” [2, p.138].

Problems arising in situations of intercultural communication are considered as a result of differences in behavior and thinking between representatives of different cultures. Cultural differences often lead to ineffectiveness of communication. A deeper understanding of the essence of cultural differences increases this efficiency in various communication situations. Therefore, in the process of learning a language, gradually mastering the vocabulary and
grammatical categories, a person is faced with the fact that the language barrier is not the only obstacle to successful communication.

**DISCUSSIONS**

New time, new conditions demanded a radical revision of the methodology, specific methods, and techniques of teaching foreign languages. These new conditions - the "discovery" of Russia, its rapid entry into the world community, leaps in politics, economics, culture, changing relations between language learners and foreigners, require completely new goals of communication. All this cannot but pose new problems in the theory and practice of teaching foreign languages.

Thus, the motives of language learning have completely changed, in connection with which it was necessary to radically restructure the teaching of foreign languages and start training a new type of teaching staff.

The main task of teaching foreign languages in Russia at present is teaching the language as a real and full-fledged means of communication.

Traditionally, teaching foreign languages in our country was reduced to reading texts. At the same time, at the level of higher education, training was reduced to the fact that philologists read fiction, and non-philologists read special texts according to their future profession, and everyday communication was considered a luxury or was represented by so-called everyday topics: in a hotel, in a restaurant, in a store. The study of these famous topics in the conditions of complete impossibility of real acquaintance with the world of the language being studied and the practical use of the knowledge gained was useless.

Thus, almost exclusively one function of the language was realized - the function of the message, informative, and then in a narrowed form, since of the four skills of language proficiency (reading, speaking, writing, understanding), only one developed, focused on "recognition" - reading.

Teaching foreign languages based only on written texts reduced the communicative capabilities of a language to a passive ability to understand texts created by someone, but not create, not generate speech, and without this, real communication is impossible.

A university specialist is a well-educated person with fundamental training. Accordingly, the foreign language of a specialist of this kind is both an instrument of production and a part of culture. This presupposes fundamental and versatile language training.

The level of knowledge of a foreign language by a student is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, to establish a connection between teaching foreign languages and life, to actively use a foreign language in living natural situations. The maximum development of communication skills is the goal facing teachers of foreign languages.

Teaching people to communicate, to teach people to speak a foreign language, and not only to understand a foreign speech, is further complicated by the fact that communication is not just a verbal process. Its effectiveness depends on many factors: the conditions and culture of communication, the rules of etiquette, knowledge of non-verbal forms of expression, and much more. Overcoming the language barrier is not enough to ensure effective communication between representatives of different cultures. To do this, you need to overcome the cultural barrier. An increase in the level of training in communicative communication, communication between people of different nationalities can be achieved only with understanding and taking into account the socio-cultural factor. One of the conditions for filling this gap is the expansion and deepening of the role of the socio-cultural component in the development of communication skills. According to E. Sapir, "every cultural system and every single act of social behavior explicitly or implicitly implies communication" [3, p. 211].
Thus, we are already talking about the need for a deeper and more thorough study of the world (not the language, but the world) of native speakers, their culture in the broad sense of the word, their way of life, national character, etc., because the use of words in speech, real speech reproduction is largely determined by the knowledge of the social and cultural life of the speech community speaking the given language. “Language does not exist outside of culture, that is, outside the socially inherited set of practical skills and ideas that characterize our way of life” [2, p. 185].

According to Ter-Minasova, “knowing the meanings and rules of grammar is clearly not enough to actively use the language as a means of communication. It is necessary to know as deeply as possible the world of the studied language ... In addition to the meanings and rules of grammar, you need to know: 1) when to say / write, how, to whom, with whom, where; 2) as a given meaning / concept, a given subject of thought lives in the reality of the language being studied.” [4, p. 29].

People's perception of each other occurs through the prism of prevailing stereotypes. When meeting with representatives of other cultures, people tend to perceive their behavior from the perspective of their culture. Misunderstanding of speech behavior, symbolism of gestures, facial expressions and other elements of behavior often leads to a distorted interpretation of the meaning of their actions, which easily gives rise to a number of negative feelings: wariness, sometimes even hostility...

Knowledge of the stereotypes of speech behavior is very helpful in communicating with other nations. If we know how we are perceived, communication is greatly simplified, since many features of communication with us are understandable and not offensive. Stereotypical ideas about a particular people often provide a key to understanding its characteristics. To learn how to communicate with representatives of another nation, it is important to have a clear idea of how others see us, in order to build our communication taking into account these ideas.

For example, in order to achieve the best results when conducting business negotiations with the British, FL learners should apply the knowledge and skills they have gained in working with representatives of this country. The style of business communication, its principles and rules, strategy and tactics for achieving results are very significant points in intercultural interaction. For representatives of British companies, the reputation, scale of the company and its capital are weighty arguments, trump cards in negotiations, and language learners need to take this into account.

Humor is considered one of the most effective tools in the arsenal of a British manager, and some businessmen from other countries, including language learners, can win the trust of the British by demonstrating that they are just as good at it. Often, the British resort to humor: for self-criticism, to defuse tension when a situation becomes explosive, to speed up the discussion of a problem, when excessive formality slows it down, for direct and harmless criticism of the authorities, for proposing a new one, maybe extravagant, ideas to colleagues without imagination (as a trial ball). The perspective of the performance of representatives of American or English cultures is based on the principle: secondary - important (known - new). At the same time, for representatives of target culture, more significant information is usually determined at the beginning of the speech, and less significant - at the end, following the principle: important - secondary (new - known).

For representatives of Western cultures, one of the most preferable ways of showing the objectivity of information is its detailing. The stereotypical methods of showing the objectivity of information, preferred by representatives of Western cultures, also include the logical construction of a speech using chronological references and summarizing conclusions.

The rules of international politeness prescribe certain forms of etiquette speech behavior when conducting business negotiations or public speeches, and the desire to exert the necessary influence on the mind of a business partner encourages the speaker to include appropriate
After all, language does not just passively reflect everything that is given to a person through other countries. Western cultures are more inherent in proof through real life examples, while representatives of target culture stereotypically prefer to refer to the opinion of prominent figures of their state, as well as representatives of other countries during business negotiations with them are well aware of the importance of restrained statements and humorous remarks, but they can be irritated by British uncertainty. The British use it to mislead or confuse opponents, or simply to postpone deals made indefinitely.

When teaching the analyzed communicative actions, students, as future specialists in intercultural communication, must not only understand the specifics of the speech behavior of carriers of another culture, but also consciously master the methods of establishing and terminating contact, stereotypically preferred by business partners, and compare these methods with their own stereotypes. As a result, students acquire the ability to identify differences, identify their cause and take these differences into account in their future professional activities.

The desire to reduce the interpersonal distance is typical, for example, of representatives of American culture who implement their speech in accordance with the postulates of "positive" rational politeness: "bring closer to your partner." Whereas for representatives of target culture it is typical to maintain an interpersonal distance in accordance with the postulates of "negative" rational politeness, namely: "maintain a distance in relation to your partner."

Representatives of Western cultures, trying to "interest" business partners and reduce interpersonal distance, often deliberately precede the argumentation process with colloquial formulas (proverbs, sayings, appeals to their own experience, etc.). This method (according to Western representatives) does not distract from the subject of persuasion, but rather activates thinking and serves as a means of indirect persuasion. It should be noted that representatives of Western cultures are more inherent in proof through real life examples, while representatives of culture stereotypically prefer to refer to the opinion of prominent figures of their state, as well as other countries.

After all, language does not just passively reflect everything that is given to a person through sensory, creative and cultural experience. He (tongue)

"Simultaneously (that is, continuously interacting with culture and thinking) forms a native speaker as a person belonging to a given socio-cultural community, imposing and developing a system of values, morality, behavior, attitude towards people" [4, p. 68].
The reflection of the world in a language is the collective creativity of the people speaking this language, and each new generation receives with its native language a complete set of culture, which already contains the features of the national character, worldview, morality, etc.

The language thus reflects the culture and the world and forms its bearer. He is "a mirror and an instrument of culture at the same time, performs passive functions of reflection and active functions of creation" [4, p. 68].

These functions are realized in the process of communication, communication, the main means of which is language.

Language is the main means of expressing thoughts, transferring knowledge, the center of all communicative-cognitive activity, since it is the language that establishes the correlation between the object, phenomenon, situation and their cognition and the linguistic sign chosen for their name. Therefore, language as a general cognitive mechanism is in the focus of cognitive linguistics.

CONCLUSIONS

All of the above is important for the development of an effective methodology for communicative-cognitive teaching of students' monologue statements and understanding “why language is not just a way of communication, but a kind of concentrate of culture - the culture of a nation, its embodiment in different segments of the population up to the individual” [1, p. 287].

Thus, the new data obtained in cognitology about the processes of generation and perception of speech influenced the methodology of teaching a foreign language and are of great theoretical and methodological importance in organizing the process of communicative-cognitive teaching of students' monologue statements.

References:

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